

# BIG Change Curriculum

A Discussion Guide for  
Prevention of Intimate Partner Violence



For the Listening and Discussion Group Facilitators



**Phase I: Begin to Question**  
The Critical Reflection Phase

© Equal Access International, South African Medical Research Council, 2017

This curriculum has been funded by UK aid from the UK government, via the What Works to Prevent Violence Against Women and Girls Global Programme. The funds were managed by the South African Medical Research Council. The views expressed do not necessarily reflect the UK government's official policies.

Parts of this publication may be reproduced or quoted without permission, provided proper attribution and due credit is given to Equal Access International and South African Medical Research Council.

For further information, please contact:

**Equal Access Nepal**

Post Box 118, Jhamsikhel, Lalitpur, Nepal

Phone: +977-1-5013509, 5013563, 5539138

Email: [eanepal@equalaccess.org](mailto:eanepal@equalaccess.org)

**Equal Access International**

1212 Market Street, Suite 200

San Francisco, CA 94102, USA

Phone: +1-415-561-4884

Email: [info@equalaccess.org](mailto:info@equalaccess.org)

Website: [www.equalaccess.org](http://www.equalaccess.org)

[www.change-starts-at-home.com](http://www.change-starts-at-home.com)

Authors: Gemma Ferguson, Technical Advisor, Equal Access International

Binita Shrestha, Nepal Country Representative, Equal Access International

Graphic Design: Niroshan Sthapit, Equal Access Nepal

Assistance and Contributions from:

Nabodita Subedi, Program Officer, Equal Access Nepal

Kaustuv Mani Pokhrel, Outreach and Monitoring Manager, Equal Access Nepal

Anu Upadhyay, Program Coordinator, Equal Access Nepal

Pawan Neupane, Program Manager, Equal Access Nepal

Binu Subedi, Program Officer, Equal Access Nepal

Elizabeth MacRae, Rollins School of Public Health, Emory University

Valuable Feedback from:

Dr. Rachel Jewkes, South African Medical Research Council

Robyn Yaker, Independent Consultant

Dr. Cari Jo Clark, Rollins School of Public Health, Emory University

Printed in Kathmandu, Nepal.

# Acknowledgements

This BIG Change curriculum was developed for use in three districts in Nepal as part of Equal Access Nepal's *Change Starts at Home* project. It was implemented as a multi-component behavior change strategy including radio programs, listening and discussion groups, and community activities. For more information, please visit [www.equalaccess.org](http://www.equalaccess.org) and [www.change-starts-at-home.com](http://www.change-starts-at-home.com).

The curriculum draws on the expertise and experience of other existing curriculums, most notable SASA! Approach to Preventing Violence Against Women and HIV (Raising Voices) and Stepping Stones: A Training Package on HIV/AIDS, Communication and Relationship Skills. Specific citations are included within the text of the curriculum.

We would like to offer our sincere thanks to all of the facilitators and discussion group members who participated in this program. Their feedback and support was integral to the creation of this curriculum and the success of the *Change Starts at Home* project.



# Contents

<b>Introduction</b> .....	<b>v</b>
 <b>Phase I: <i>Begin to Question</i></b>	
Week 0: Welcome to Change .....	1
Week 1: <i>Samajhadari</i> ‘Mutual Understanding’ .....	8
Week 2: The Light of Two Candles Shines Stronger (Positive and Negative Power) .....	14
Week 3: What’s in a Name (Gender Identities) – <i>COUPLES WEEK</i> .....	21
Week 4: From a Wedding to a Marriage .....	29
Week 5: Roles & Respect .....	34
Week 6: The Invisible Wall (Expectations & Pressures) .....	39
Week 7: Love & Respect – <i>COUPLES WEEK</i> .....	45
Week 8: Understanding Violence Between Married Couples .....	52
Week 9: Money and Power .....	59
Week 10: A Violence-Free Home Makes a Happier, Healthier Family – <i>COUPLES WEEK</i> .....	65
Week 11: Gender and Sexuality .....	71
Week 12: Sex and Consent .....	80
Week 13: Family Week .....	87
 <b>Appendices</b> .....	 <b>99</b>
Appendix A: Introductory Week Feedback Form .....	99
Appendix B: Weekly Feedback Form .....	100



# INTRODUCTION

## Background

Intimate partner violence (IPV) is a significant public health issue that affects 1 in 3 women globally. Despite these numbers, little is known about what can be done in communities to prevent it.

Change Starts at Home was created to address this. Focused on an innovative radio program and weekly group meetings, the Change Starts at Home approach uses media and peer to peer support to address social norms, attitudes, and behaviors that perpetuate women and girls' low status.

Originally conceived and rolled out in Nepal to create more equitable relationships between wives and husbands, Change Starts at Home was the first project of its kind in the country to take a multi-pronged approach to IPV, working simultaneously with couples, families and community leaders to drive a whole community shift in social attitudes and practices towards girls and women.

## Change Starts at Home Intervention

The Change Starts at Home intervention is a 9-month long community based initiative that was originally launched and tested through 72 Listening and Discussion Groups (LDGs) across 36 wards in 3 districts of Nepal. The groups were made up of married couples, with 10 members in each group. Members met on a weekly basis in gender segregated groups, but with combined sessions once a month, to critically reflect on the issues related to IPV highlighted by the radio program and the BIG Change curriculum topics. The weekly sessions were facilitated by a trained group facilitator.

## What Changed – Preliminary Results from the Change Starts at Home Intervention in Nepal<sup>1</sup>

Members of the listening and discussion groups in Nepal were seen to develop a sense of collective efficacy that resulted in subtly shifting norms, both in terms of what they felt able to discuss and what behaviors were acceptable between couples and within the group. These changes were not limited only to the groups but were also noticed by or expressed in front of family members.

A short questionnaire survey with group members revealed that after participating in the group meetings:

- 74% stated that they discussed more about sexual relationship and consent with their spouses.

---

<sup>1</sup> For more information on the study and its findings, please contact Equal Access International

- 93% stated that they felt more confident in speaking out against violence against women
- 88% stated that they felt more confident about intervening to support any woman who is experiencing violence in their community.

*“During the LDG weekly discussions, most of the male members shared that in the past, they didn’t help their wives in the cooking and washing. But now, they have realized the importance of working together, and helping their wives in home as well” (LDG Facilitator, Chitwan)*

## The BIG Change Curriculum

The BIG (B: Begin to Question, I: Impart Life Skills and G: Go!) Change curriculum was developed for the facilitators of the Listening and Discussion groups, and is designed to support them to facilitate weekly sessions with group members. By following each week of the curriculum, facilitators will be able to guide group members through a planned approach of listening, discussion, activities, reflection and home-based tasks on weekly basis.

The curriculum is divided in three different phases, B: Begin to Question, the Critical Reflection Phase, I: Impart Life Skills; the Skill Building Phase, and G: Go! The Action and Community Diffusion Phase.

Each phase is designed with a specific goal: Phase I focuses on building knowledge on and questioning existing beliefs, norms and values, Phase II focuses on building an intention and ability to change amongst participants through imparting life skills, and Phase III is geared towards community mobilization, advocacy activities and encouraging the participants to become an advocate for violence-free marriages in their community.

Each of the phases should last 3 months, with the entire curriculum covering 9 months of programming.

## Facilitator Notes:

The sessions are structured around six distinct parts:

- **Let’s Start:** Participants are introduced to the topic of the week and discuss the previous week’s ‘Take-Home Activity’ and key messages.
- **Let’s Listen:** Participants listen to an episode of the radio drama to frame the week’s discussion and activities.
- **Let’s Talk:** Participants are led through a discussion of the radio program content and the issues that were raised.
- **Task Time:** Participants are guided through an activity, to provide further engagement with the week’s topic.

- **Wrap Up:** Facilitator summarizes the discussion and content from the week.
- **Take-Home Activity:** Participants are given a take-home activity – a short task to encourage the integration of the week’s learning – and the session is brought to a close.

The first week (week 0) serves to introduce participants to the format, pace, and content of the sessions, so does not follow this structure. All sessions are conducted with both partners in a couple, but for the majority of sessions the women and men meet separately. Every 3-4 weeks, the session is a “Couples Week” (weeks 3, 7, 10, 15, 18, 20, 24, 30, 34, 37), where both the women and men will participate together. Every 13 weeks, at the end of each phase, the session is a “Family Week” (weeks 13, 26, 39), where participants are encouraged to bring a family member to attend with them. These weeks are indicated at the beginning of the session, with a reminder included in the prior week’s Closing section.

### *Participants*

The curriculum was developed for married couples in Nepal. The gender-separated sessions were designed for a group of 10 individuals.

### *Facilitation*

One facilitator – of the same sex as the group participants – is sufficient for a group of 10 participants. For the Couple Weeks and Family Weeks, it is suggested that the female and male facilitator work together to co-facilitate the session.

Ideally, prior to beginning the session, the facilitator should take a record of attendance for the group. At the end of each session, the facilitator should also fill out the Weekly Feedback Form with the group.

Throughout the curriculum, instructions for the facilitator are written in plain font, while parts that are to be recited verbatim (said out loud as written) by the facilitator, are written in italics.

Included in the discussion questions are “Possible Responses”, “Suggested Responses”, and “Probes”. Possible responses indicate answers participants may give to the discussion questions. Suggested responses include answers you may want to offer to participants, if they do not reach those answers on their own. Probes provide a further line of questioning, should the discussion require it.

### *Length and Timing*

The curriculum is comprised of 40 weekly sessions, divided in to three 3-month phases, for a total of approximately 9 months. The weekly sessions are 2 hours in length, with specified times for each of the individual sections. It is recommended the facilitators use a

watch, or other time-keeping device, to ensure the session is timely and on track to finish within the 2 hours allotted.

Following each “Let’s Listen” section, a 5-minute break is scheduled. This will allow participants a chance to talk, move, and return to the discussion refreshed and focused. This time can also be used to lead the group in a short activity or energizer, such as an exercise or game.

### *Materials Needed*

Each week includes a section titled “Materials Needed” that details the supplies necessary to lead the session and complete the activities. All sessions will require a radio (if listening to the radio program live) or an MP3 player and the recording of that week’s radio episode (if listening at another time). Also advised for most sessions is, flipchart paper, and pens. Some weeks will require photocopying and preparing Exercise Sheets in advance. This will be indicated at the beginning of the session.

The curriculum was originally implemented in a low-resource setting, with minimal material requirements. However, access to a printer / photocopier is necessary to duplicate handouts for many of the sessions.

Facilitators are encouraged to bring and display the Change Starts at Home project poster at each meeting.

### *Weekly Aim*

The “Weekly Aim” section explains the goal for the week, as well as the topics participants will be asked to consider and engage with throughout the discussion and activities.

### *Location*

The discussion groups can take place in a variety of locations, provided they are private and have minimal distractions. Ideally, the discussion would take place in an enclosed room, with walls to display posters and paper, and sufficient space for participants to move around. However, the curriculum allows for flexibility if no such space is available.

It is recommended to ask participants to sit in a circle (either on chairs or on the ground) during the session, in order to encourage participation and rapport.

### *Language*

The original version of this curriculum was written in English and translated in to Nepali.

# The BIG Change Discussion Guide

This discussion guide, Phase I: Begin to Question is a part of a BIG Change Curriculum to be used in facilitating a Listening and Discussion Group. It is designed to be used alongside Phase II: Impart Life Skills; and Phase III: Go!

Document	Readers	Goal
Phase I: <b>Begin to Question</b>	Listening and Discussion groups Facilitator	Build knowledge on and question existing beliefs, norms and values.
Phase II: <b>Impart Life Skills</b>	Listening and Discussion groups Facilitator	Build an intention and ability to change amongst participants through imparting life skills.
Phase III: <b>Go!</b>	Listening and Discussion groups Facilitator	Mobilize community, organise advocacy activities and to encourage the participants to become an advocate for violence-free marriages in their community.



# Welcome to Change

Week

0

## Total Time: 2.5 Hours

**Materials Needed:** Flipchart paper and thick pens. Prepare one flipchart sheet with the outline of a typical session, as shown (page 15) below. You should also have 'the Change Starts at Home' poster.

**Aim:** The main aim of the session is to introduce the project, the purpose of the meetings, and begin to build good group dynamics based on trust between yourself and the participants.

This session might last a little longer than the other sessions and will not follow the usual format; instead the session will focus on ensuring everyone feels welcomed, excited to continue, and safe in the knowledge that this is a group that will listen without judgment.

30 minutes

## Getting to Know Each Other

1. Warmly welcome participants to the space and thank them for joining.
2. Introduce yourself briefly and explain that everyone is gathered together for the start of a project called 'Change Starts at Home'. Highlight that this is the first session and by the end of this session they will have a clear idea of the project and their role in it.
3. Explain that at the moment they may not know each other very well or what the 'Change Starts at Home' project is all about, but over the course of the next 9 months together, they will all get to know each other very well.
4. Tell the group that to start the journey together, everyone needs to get to know each other a bit better. To start this process, you are going to do a game. This is an introduction game, so before you start, ask everyone to think of something they like, that they are happy to tell others about. If required, give people an example such as singing or dancing or making people laugh. But try to let people think of their own.

5. When everyone seems ready, explain the game. For this game everyone will clap a rhythm whilst saying their name and what they like. Give an example by clapping (1,2,3,4, 1,2,3,4) and saying your name and what you like *"my name is X and I like Y"*. Ask everyone to welcome you by saying *"Namaste X who likes Y"*, also to the rhythm. The person to your left then says their name and what they are good at to the rhythm (*"my name is A and I like B"*) once they have done this, encourage everyone to welcome them to the rhythm (*"Namaste A who likes B"*). If everyone seems clear, start the game. It is a good idea to start again with yourself, but this time keep the clapping rhythm going continuously until everyone has introduced themselves. Don't worry if people lose the rhythm, just start it up again. The main purpose of this is - for everyone to introduce themselves and to have a bit of fun.

15 minutes

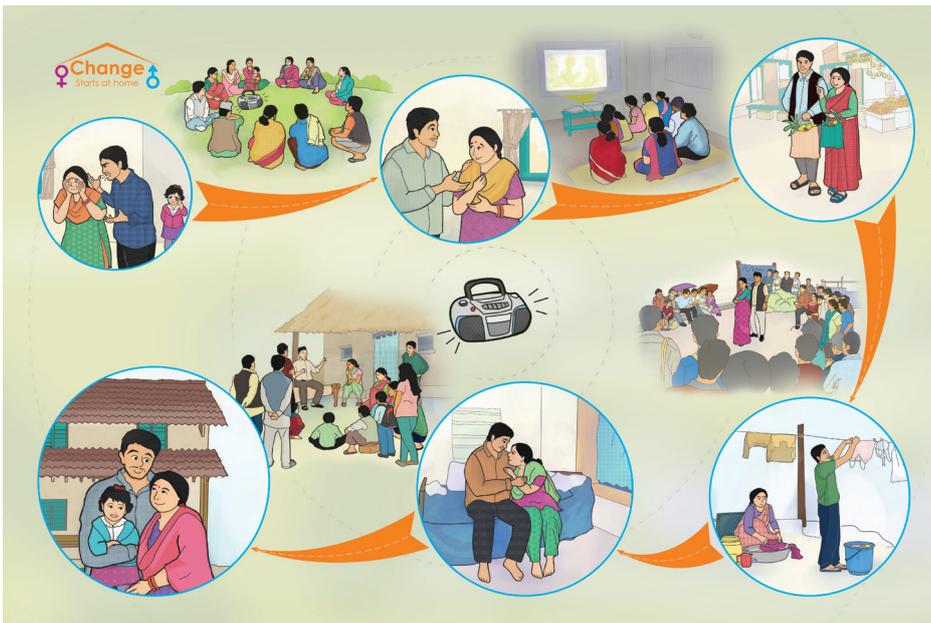
## Thinking About Change

1. Begin by returning to the idea of this 9 months journey. Explain that you have discussed that we are all going on a journey together, but you have not discussed where you are going, so this next section should give them an idea.
2. Write the words 'Change Starts at Home' on a piece of flipchart paper and stick it on the wall so everyone can see.
3. Ask everyone to think and then tell you what comes to mind when they hear the words "Change Starts at Home". Write down people's responses on the flipchart paper as they say them. Start writing the suggestions on the same piece of paper as 'Change Starts at Home' is written. Use more pages if required.
4. Summarize by explaining that the project they are involved in is called Change Starts at Home, because before trying to change a community, we need to look at ourselves and our own homes and see what changes we can bring there.
5. Ask people to share briefly what changes they might want to see in themselves and their home life as a result of this project. Listen to people's responses, ensuring everyone who wants to speak has a chance to, and repeat key points.

15 minutes

## Explaining the 'Change Starts at Home' Project

1. Once everyone has shared their own views, show the 'Change Starts at Home' poster and explain how the different elements of the project (radio program, listening groups, and community activities) fit together to help them as individuals, couples, and part of a community move towards having happy and healthier relationships.



2. Points to include when explaining the project include:
  - The project involves a radio program, weekly discussions, and community activities, all of which they will be involved in.
  - The couple at the start of the poster is on a journey ending with having a closer, happier relationship.
  - Every month, male and female groups will come together and have a joint 'couples session'. There will also be three family sessions, where they can bring a family member.
  - They are the main link to the project in the community and they should encourage their family members and others in the community to listen to the radio program as much as possible.
3. Questions to ask to confirm the group has understood:
  - *In what ways are the family and community important in this journey for a couple?* (Possible response: family members and community members can support a couple and encourage the

“I have learnt that it is important to listen to the participants in order to be a good facilitator and it is important to assure everyone that the discussion forum is a safe space for everyone to share their experiences and stories.”

Nim Kumari Mahato,  
Facilitator, Nawalparasi

positive changes they are making in their relationship).

- *Which activities on the poster involve the community / family members?* (Possible responses: listening to the radio, attending community events like film screenings, talking with community leaders.)
  - *How can everyone involved in the group encourage their family and community to listen to the radio program and benefit from all the project activities?* (Possible responses: talk to their family members about the project, tell family, friends, and neighbors when the radio program is on the radio. Tell family, friends, and neighbors how you are benefitting from the radio program and group meetings and why it is important)
4. Before pausing for a break, ask everyone to use the break to think about a name they might want to call the group. Explain that after the break everyone will have a quick discussion to decide on the name.
  5. It is suggested that you give participants a 5-minute break at this point whilst you stick up your pre-written flipchart paper sheet explaining the sessions on to the wall.



**Tip:**

Keep your discussion guide with you in case you need to refer to it during a session.

**30 minutes**

## What the Sessions Will Look Like

**Day of the meeting:**

**Time of the meeting:**

**Place:**

**Let's Start:** Welcome and sharing about the 'Take-Home Activity' from last week.

**Let's Listen:** Listening to the radio program.

**Let's Talk:** Discussing the radio program and the issues that were raised.

**Task Time:** Doing a small, fun group activity.

**Wrap up:** Summarizing everything we've talked about that week.

**Take-Home Activity:** Explaining the take-home activity.

1. Welcome everyone back and discuss any suggested names group members have thought of. Write the names down so everyone can see them and, as a group, discuss and decide on the group name.
2. Explain that this session is not a typical session, and starting next week you will begin the regular weekly sessions as shown on the flipchart paper. They will be around 2 hours long and will take place once every week. Go through the typical session you have written down on the flipchart, explaining each part as follows:
  - **“Let’s Start:** *Each week will start with a short session for people to share what they did for their take-home activity.”*
  - **“Let’s Listen:** *The main focus of each week is to listen to the Samajhdari radio program together. The program is about marriage and relationships and each episode lasts 30 minutes.”*
  - **“Let’s Talk:** *After listening to the program, we will discuss it as a group.”*
  - **“Task Time:** *This will be a short, fun group activity that will help everyone to better understand and think about the issues raised in the radio program.”*
  - **“Take-Home Activity”** *This is just a short, fun task to do with your spouse at home. It will usually involve talking or doing something interesting together.”*
3. Summarize by sharing the importance of everyone coming every week and fully participating together. Highlight that *“the radio program, activities and discussions build on the weeks that have gone before. As a group, we will only get out of this experience what we put in. By coming together each week, sharing our views, taking part in the tasks and doing the ‘take-home’ activities, everyone will fully benefit from the next 9 months together.”*
4. End by saying *“these sessions and how we reflect on them at home will help us to know ourselves better, know our spouses better, and begin to make positive changes in our relationships.”*
5. Ask if anyone has any questions about the format or content of the sessions.

“Using open questions for the discussion and building an environment of trust among the members was very helpful.”

Sunil Pariyar, Group Member, Nawalparasi

45 minutes

## Creating a Safe Space<sup>2</sup>

Ask everyone to close their eyes and think about people in their lives who they trust, and who they can tell anything to. It may be a friend, a relative, a spouse, a doctor, or someone else.

1. Ask the group to think about why they feel they can tell these people anything. After a few moments of reflection, ask everyone to open their eyes and share the traits of the person they were thinking about. Use the questions below to guide you:
  - How would you describe that person?
  - What about that person - makes you feel that you can trust them? What about that person - encourages you to share?
  - Do you share different things with different people?
2. Write the different responses on the flipchart paper (e.g. honest, warm, kind) so everyone can see them and discuss the similarities. Highlight how trust, confidentiality, being listened to, and not being judged are crucial in relationships of trust and these relationships take time and effort to build.
3. Explain that over the coming weeks, as a group, you will talk about a lot of personal things together, so there needs to be trust between each other to do this.
4. Ask the group: *“What are the good things about sharing our personal stories in a group?”* Listen to contributions from several participants and note them down on flipchart paper for everyone to see. Summarize that we learn a lot from talking together about our own real life experiences. It can help us understand our lives, solve problems, feel better, and gain strength from one another.
5. Ask the group: *“What are some of the concerns you may have about sharing personal stories in a group?”* Listen to contributions and note them down on flipchart paper for everyone to see. Summarize the key points and explain that while we cannot guarantee confidentiality, we should all try to remember that, for this group to be a safe space, we should not talk to other people about the stories we hear in the group. If one of us shares outside the group, someone might be angry or hurt; and a member of the group may get into trouble with a parent or spouse.
6. Divide the group into two smaller groups and ask them to think in their smaller groups about how they can help ensure confidentiality and build trust in the group. Give them 5-10 minutes to discuss and then share what their group has come up with.

“It would be great if we can expand this program in other parts of Nepal too.”

Ashok Lama, Radio Program Listener, Chitwan

<sup>2</sup> Adapted from: Welbourn, A. (1995). Stepping Stones: A training package on HIV/AIDS, communication and relationship skills. *Strategies for Hope training series No. 1*. ActionAid.

5 minutes

## Wrap Up

Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- For this group to be a success we need to trust each other.
- We have discussed trust, confidentiality, and the benefits of sharing, but to really allow this to develop in the group we must care for each other, listen without judgment, and not tell private stories outside the group.
- When we build a relationship based on trust together as a group, we are more able to open up and share things about ourselves that we may not have shared before.
- Building trust takes time so we may not feel completely comfortable sharing personal stories straight away and choose instead to talk more generally about the issue and that is ok – this is a process of learning and growing for everyone.

10 minutes

## Final Game and Closing

1. To end, play a trust game. Ask the group to stand in a circle and ask for two volunteers. One of the volunteers should stand in the middle of the circle with their arms crossed over their chest. The other volunteer should stand right behind that person, with their arms outstretched ready to catch them. Once they are both ready, ask the first volunteer to freely fall backwards to be caught by the other volunteer.
2. Once it's done, ask the volunteer how they felt and why they think this is a game of trust. Summarize that *"the person falling has to fully trust the person catching, if they don't then they will not fall well. Equally, the person catching has to ensure they don't misuse the faller's trust. If they do, then the person could fall and hurt themselves."*
3. Invite others from the group to come and try themselves. Do not force anyone to come, but ideally as many of the group as possible should try.
4. Once everyone who wants to has tried, thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program.

Week

1

*Samajhdari*

# 'Mutual Understanding'

## Total Time: 2 Hours

**Materials Needed:** Radio, episode recording, flipchart paper, thick pens, and the 'What is Mutual Understanding' Exercise Sheet (included in the curriculum on page 13) to read to the group. It is also a good idea to bring the 'Change Starts at Home' poster each week and hang it on the wall before the session starts.

**Aim:** As this is the first week with the radio program, the main aim of the session is to get comfortable with the regular format of the group meeting and to get to know the radio program and characters. By the end of this session, the participants will understand why the program is called '*Samajhdari*' and begin to understand what that means for a happy marriage.



### Tip:

Don't forget to fill in the attendance sheet at the start of every week



(15 minutes)

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group about the importance of trust, listening without judging, and not sharing personal information about others outside the group.

2. Ask 2-3 people in the group to share what their hopes are for the

next few weeks, as well as any concerns they have. Write these up on flip chart paper as people say them and then discuss these as a group. Wherever possible, try to play up the positives of being involved in the group. Summarize by saying *"it is all about having fun, making new friends and learning together. Over the weeks we will all build new skills that will help us have a more positive and happy relationship. These sessions will also help us support others in our community to improve their relationships."*

3. Next, ask the group what rules they want to set for themselves, in order to focus on the sessions and ensure they get the most out of them.

**Example rules could be:**

- ✓ Mobile phones off (or on silent)
- ✓ No texting or calling
- ✓ Arrive a few minutes early so we can start on time
- ✓ Listen without judgment
- ✓ Speak one at a time
- ✓ Let everyone have a chance to speak
- ✓ Keep personal stories confidential

### Radio Program Highlights

This first week we meet Manarupa and Surya Singh, a couple who run a hotel in East-West highway, in a place called 'Daunne' in Nawalparasi district. We also meet their friend Arjun, a young man who comes often to the hotel to meet and talk with Manarupa and Surya Singh. Manarupa and Surya are not a perfect couple, but they work hard on their relationship and try to understand each other's point of view.

**Vox Pop:** What makes a marital relationship between a man and a woman happy and healthy?

**Interview:** Highlights a relationship of a couple who have been able to maintain a very happy and balanced relationship by acknowledging each other's strengths and respecting (and accepting) the differences.

(30 minutes)



1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 1 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.



**Sitting together in a circle**  
 Sitting in a circle will encourage people to feel part of the group and be encouraged to join in. It means they can make eye contact and everyone is on the same level. It will also discourage people from 'side talk'. The facilitator should also sit in the circle with everyone.

**! Tip:**

1. Bring everyone back to the main group. Once everyone is sitting down quietly, then you can start the main facilitated discussion, using the questions below to guide you:
  - *What did you think about the first episode of the radio program? Did you enjoy it?*
  - *What do you think about Manarupa and Surya's relationship? What about the other couples we heard from?*
  - *What do you think are the benefits of having a relationship like Manarupa and Surya Singh's? Are there any disadvantages?*
  - Key point to share with the group: *Mutual understanding is important in any relationship, but it is vital in a marriage. Having a healthy and happy marriage like Manarupa's and Surya's allows both spouses to reach their full potential and ensures a happy, conflict-free home for children to flourish in.*



1. Write down the word 'Samajhdari' on a piece of flip chart paper and stick it on the wall so everyone can see.
2. Ask the group: "What comes to mind when they hear the word Samajhdari? Why do you think the radio program has the same name?"
3. As people are responding, list out their answers on the same piece of flipchart paper and discuss as a group. During the discussion, highlight or add points that demonstrate mutual understanding is about respect and being able to relate to one another.

4. Summarize by saying: "Just like the characters in the radio program, to have mutual understanding we need to have good communication between each other and an ability to see another person's perspective."

5. Ask everyone to close their eyes and explain that you want them to listen for a few minutes as you read out a paragraph on mutual understanding. Before you begin to read, explain to the group that you want them to really listen to the words and think about relationships in their lives and whether there is mutual understanding in that relationship.
6. Read the 'What is Mutual Understanding' Exercise Sheet (page 13) aloud to the group. Take your time. Try to read as slowly and clearly as possible.
7. When you have finished, ask everyone to open their eyes, and ask 2-3 people to share examples of relationships they have (with friends, a spouse, a family member) that have mutual understanding. Discuss together how having mutual understanding benefits these relationships (Possible responses: less fights, feel secure in the relationship, easily manageable, makes you happy when they are happy, both people are happy, can share what you are feeling with each other.)

1. Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- Mutual understanding is about being able to see another person's point of view and listening and communicating openly.
- If we have mutual understanding with those around us, including our spouse, then everyone benefits from living in a peaceful and respectful home.
- Taking part in this group will help participants learn how to express themselves and to understand their emotions and relationships, moving one step closer towards mutual understanding in their marriages.

**(10 minutes)**

## Wrap Up




1. Ask participants to take some time during the week (15 minutes) to talk to their spouse about the first episode of the radio program and this first session.
2. Some discussion points they could try include:

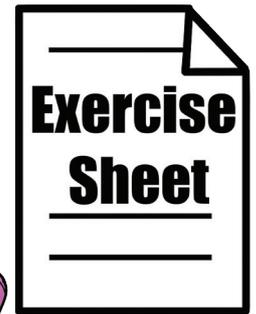
- What did you think of the radio program and the characters?
  - Did you enjoy the discussion session?
  - What do you hope to gain from this process?
  - Is there anything that is worrying you?
3. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program.

**!** **Tip:** Before closing don't forget to fill in the feedback form with the group.

## What is Mutual Understanding?

Instructions: Read the paragraph below out loud to your group and then discuss the different relationships that people have where they feel there is mutual understanding.

What is Mutual Understanding? Good relationships are based on mutual understanding, whether this is a relationship with a friend, a parent, a sibling, or a spouse. Having mutual understanding involves seeing the other person's point of view, listening and communicating openly, and supporting each other. This in turn brings mutual respect and harmony in our relationships. If we have mutual understanding with our spouse or family members then everyone benefits from living in a peaceful and respectful home. No matter how good a relationship we have with those close to us, we can always make it better, and it is up to both people in a relationship to do this. Talking to each other about our emotions and feelings can sometimes seem challenging, but sharing our experiences and thoughts about the relationship can help. It takes time and work to have mutual understanding with another person, but once it is there, it is the foundation for healthy and happy relationships.



Week

2

# The Light of Two Candles Shines Stronger (Positive and Negative Power)

**Total Time: 2 Hours**

**Materials Needed:** Radio, episode recording, flipchart paper, thick pens, and scissors (to cut the 'Who Has the Power' Exercise Sheet (page 19) in advance of the session).

**Aim:** The aim of this week is to help participants to think about 'power' and how having power over another person is a violation of their rights. They will explore the different power dynamics that exist in society and how unequal power affects a relationship and a person.



**(15 minutes)**

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group about mutual understanding and how it can be nurtured in a relationship through good communication, listening, and respect. Highlight again that mutual understanding

is an essential part of all happy, balanced relationships, whether with a spouse, a family member, or a friend.

2. Move on to encourage participants to share what they discussed with their spouses as part of their homework. Ask if anyone wants to share their discussion. Listen to contributions from 2-3 participants. Use the questions below to guide you:
  - *What did your spouse think about the program and discussion in their group?*
  - *Did you and your spouse think regular participation in your groups would be helpful?*
  - *How did you both feel about coming back to today's session?*

## Episode 1 Highlights

This first week we meet Manarupa and Surya Singh, a couple who run a hotel in East-West highway, in a place called 'Daunne' in Nawalparasi district. We also meet their friend Arjun, a young man who comes often to the hotel to meet and talk with Manarupa and Surya Singh. Manarupa and Surya are not a perfect couple, but they work hard on their relationship and try to understand each other's point of view.

**Vox Pop:** What makes a marital relationship between a man and a woman happy and healthy?

**Interview:** Highlights a relationship of a couple who have been able to maintain a very happy and balanced relationship by acknowledging each other's strengths and respecting (and accepting) the differences.

(30 minutes)



1. Before you play the program make sure everyone is sitting comfortably and remind the group to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 2 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.



(20 minutes)

Bring everyone back to the main group. Once everyone is sitting down quietly, then you can start the main facilitated discussion, using the questions below to guide you:

- *Why do you think Tara's husband takes her money? How do you think he feels when he does this? How does she feel when he does this?*

- *What happened to Arjun at work? How did it make him feel? Why do you think he was upset about the way his boss treated him at work?*
- *How did the behavior of the children differ from the way the adult characters behaved towards each other?*
- *What was the difference in the relationship between Tara and Padam and the relationship between the couple in the interview? Whose relationship was better? Why?*
- *Key point to share with the group: It is always better to have a balanced relationship where both people feel happy and respected. It is not good for one person in the relationship to feel like it's their responsibility to do everything to make the other person satisfied and happy. Try to think about how it feels when someone uses their power over you and how even though you may do what they ask you to, it may not make you respect or even like the person very much.*



**(40 minutes)**

1. Ask the group, *“Thinking through everything you heard in the radio program, what do you think this episode was about?”* Encourage a few people to make some suggestions, then explain that the program was about power and how people use their power over others.
2. Ask everyone in the group to close their eyes for 2 minutes and think about the word power, ask them to think about what images or other words comes to mind when they think about power.
3. Ask everyone to open their eyes again and listen to responses from several participants about what they thought about when they heard the word power. Write down the words or phrases that people say on a flipchart. Add some of your own, for example: control, oppression, influence, strength, ability, heroic, responsibility. If people have trouble thinking of words, encourage them to act out or draw on the flipchart what they imagined when they had their eyes closed.
4. Ask everyone *“Looking at this list, do you think power is something that is generally used positively or negatively?”* Explain that power can be used positively or negatively, but most of the power shown by the different characters in the drama (such as the husband who took his wife’s money, the boss who shouted at Arjun, the mother-in-law who

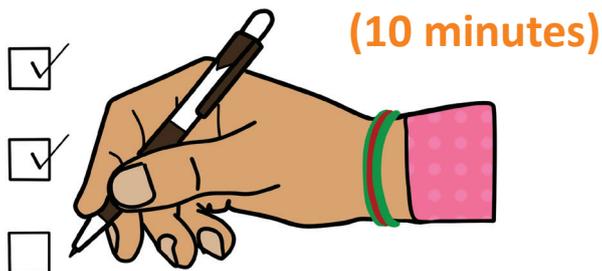
tried to force Manarupa to do something she did not want to) were using their power to control, harm, or belittle the other person.

5. Summarize *“These are all ‘Power Over’ situations, where one person uses their power over another. This is always negative as it means using your power to control someone or to cause harm to another person, which will always be a violation of their rights and will leave the other person feeling hurt, upset, resentful.”*
6. Ask everyone *“How can power be used positively?”* Listen to and write down the responses from the group. If it is not covered by the group, highlight that in the drama, the children shared their power positively with each other so they could move the big box. The couple in the interview also had shared their power in a positive way, to support each other as a couple.
7. Summarize *“When two or more people come together to do something positive they could not do alone, this is called a ‘Power With’ situation. In these situations, no one has ultimate power or authority over another person and together they have more power than they would alone.”*
8. Ask everyone in the group to stand up and give each person a piece of paper with an identity from the ‘Who Has the Power?’ Exercise Sheet (page 19) written on it. Explain they need to look at the identity they were given and work together as a group to arrange themselves in order of power according to their identities, starting with the least powerful and ending with the most. When everyone is in a line, discuss why they have ordered themselves in this way and the different power dynamics that exist in society, using the suggested questions below:
  - *In our community, is there one group of people who tend to have more power / less power than others? Who?*
  - *How do you think this affects relationships between people in our community?*
  - *Do people with power in the community such as doctors, government officials and religious leaders tend to be male or female?*
  - *Do those with power in our society tend to use it positively or negatively? If negatively, how could they start using it positively?*
  - *Do men typically have more power than women?*
  - *How do you think this power dynamic affects men and women and their relationships?*

*“Earlier, there was a feeling that, because I am a wife, I should obey every word of my husband. I used to feel that a husband is more powerful than a wife. Our married life has gotten better after listening to this radio program.”*

Susmita K.C., Group Member, Kapilvastu

## Wrap Up



Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- Power is everywhere; we all have situations where we are able to use our power and situations where we feel powerless.
- Everyone has the choice to use their power positively or negatively.
- If we choose to use our power over someone else to control or hurt them, it is always negative and can lead to feelings of resentment, fear, sadness, hopelessness, anger, and demotivation in the other person.
- People will often try to maintain their power through violent or controlling ways. If we recognize when we are using our power in a negative way, we can begin to change our behavior and instead start to use our power equally with others.
- If we use our power in a positive way, then the person we use power to support, also feels good.
- Power and authority in society and in our relationships rests mainly with men. Men's power over women is often accepted as the norm and both men and women assume that's how it should be, and so we all uphold that norm. But power can be shared between women and men both in the community and in our families, resulting in happier and more balanced relationships for everyone.
- Sharing power does not mean losing power - if you light a candle from another candle, it means more brightness, and not less.

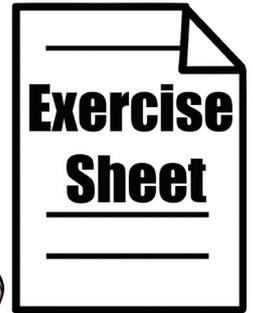
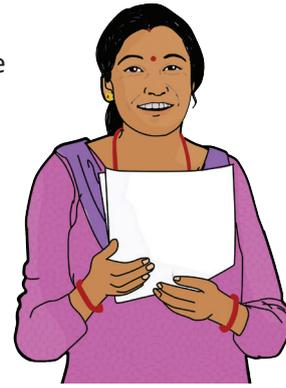
1. Ask participants to observe their family or community through the week and take some time (15 minutes) during the week to sit together with their spouse and discuss what they observed. Particularly, how members of their community or family interact with others, who has power over who, who uses their power positively, and who has the least power.
2. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program.

(5 minutes)



## Who Has the Power?

Cut out the list below of people and give one person to each of the group members.



-----

Older, married women who has two daughter-in-laws

-----

Local government official

-----

Dalit man working as a laborer

-----

Newly married woman who is a housewife

-----

A woman from a marginalized community working as a housemaid

-----

Newly married man

-----

Doctor

-----

Male elder in the community

-----

Religious leader

-----

Young, unmarried woman working as a teacher



## Power

### Positive and Negative Power<sup>3</sup>

There are two types of authority or power, negative and positive.

- **Negative power:** The negative use of power is for personal interests to control those who are weaker, violate their rights and to exploit. Negative power seeks to keep as much control as possible and uses violence or the threat of violence to ensure control. We see examples of such power in our society when the state calls for emergency like situations, or when majority groups use threats, physical violence or controlling tactics to make minority groups 'behave'. Negative power in a relationship is where one person uses their status or assumed place of authority to control, belittle, hurt or threaten the other person.
- **Positive power:** Here power is shared in such a way that it is not all with a single person or a group. It is necessary in positive power that authority should be decentralized, with people and organizations, so it can be used by anybody. Positive power is at its strongest when two or more people come together to do something positive that they could not do alone. Other ways of showing positive power include the power of being able to resolve disputes, the power of being able to nurture and support a family together.

### The 4 types of power<sup>4</sup>

- **Power within** is the strength that arises inside us and is the equal ability within all of us to positively influence our own lives and community.
- **Power over** means the power that one person or group uses to control another person or group. This control might come from direct violence or more indirectly, from the community beliefs and practices that position men as superior to women. Using power over another person is injustice. The community's silence about this injustice allows it to continue to happen.
- **Power with** means the power felt when two or more people come together to do something positive that they could not do alone. Power with includes joining our power with individuals as well as groups to respond to injustice with positive energy and for support.
- **Power to** is the belief, energy and actions that individuals and groups use to create positive change. Power to is when individuals work to ensure that all community members enjoy all of their rights as humans and are able to achieve their full potential. When we use our 'power to' we create community norms that balance power between women and men and promote non-violence, which benefits everyone.

<sup>3</sup> Adapted from: Fernandes, A., Sharma, D., Kukade, P., Jeena, R., Khanna, R., Singh, S., & Vaze, V. (2005, April). Working with Men on Gender, Sexuality, Violence and Health. Trainers' Manual (pg. 114). SAHAJ, SAHAYOG, and TATHAPI.

<sup>4</sup> Adapted from: SASA!. SASA! Start PREP Module. Retrieved from: [http://raisingvoices.org/wp-content/uploads/2013/03/downloads/Sasa/SASA\\_Activist\\_Kit/START/Training/Start.Training.PREPmodule.pdf](http://raisingvoices.org/wp-content/uploads/2013/03/downloads/Sasa/SASA_Activist_Kit/START/Training/Start.Training.PREPmodule.pdf).

# What's in a Name (Gender Identities)

Week

3

## COUPLES WEEK

### Total Time: 2 Hours

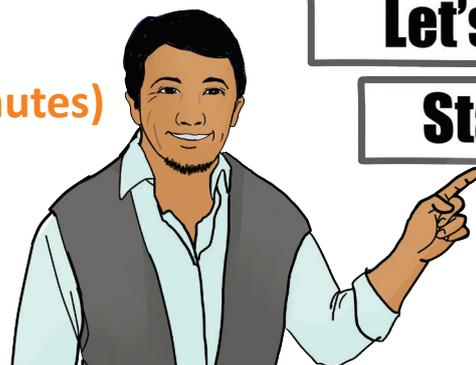
**Materials Needed:** Radio, episode recording, flipchart paper, thick pens, scissors to cut the 'Characteristic Cards' Exercise Sheet on page 26 (prior to session), and sticky tape.

**Aim:** The aim of this week is for participants to understand gender identities and think about how we expect men and women to behave because of their gender. By the end of the session, participants will understand that whilst there are biological differences between men and women based on their sex, the belief that certain characteristics are more suited to men or women is created by society and can result in harmful gender norms (for example, men are strong, women are weak or men are outspoken, women are quiet), which are not beneficial for anyone, including men.

1. Welcome the group to the first couples sessions. Explain that these sessions are the same as the usual sessions, but the two facilitators will lead it together. In a circle, ask everyone to introduce themselves, so the male and female group members know each other's name.

2. Ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind participants about positive and negative power and how using power over someone, to control them, is negative and leads to negative emotions. However, using power in a positive way and sharing power with others helps improve our relationships and benefits everyone.

(15 minutes)



Let's

Start

3. Invite couples to share their discussions from the 'take-home' exercise. Use the questions below to guide you:

- *What did you think about this exercise?*
- *What power dynamics did you observe in the family/community?*
- *Did you notice anyone using their power positively?*
- *Who has the most power in the family/community?*
- *Who has the least?*



(30 minutes)

### Radio Program Highlights

In the opening scene, a drunk man who is trying to start a fight is defended as just 'being a man', who needs a way to release the stress caused by his 'nagging wife' (as others see it). Meanwhile, Manarupa is upset that she cannot voice her opinions openly while her sister is seen as being a good woman because she is submissive.

This leads to a discussion on societies idea of what successful manhood and womanhood means.

**Vox Pop:** What does the word 'man' mean to you? What does the word 'woman' mean to you?

**Interview:** An expert in gender and patriarchy gives information on gender versus sex and the dangers of harmful social norms.

1. Before you play the program make sure everyone is sitting comfortably and remind the group to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 3 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.

Bring everyone back to the main group. Once everyone is sitting down quietly, you can start the main facilitated discussion, using the questions below to guide you:

(20 minutes)



- *The man in the drama who was drunk was excused because he is a man and “that is what men do”. Do you people think the same way in your community? How would the reaction be different if it was a drunk woman?*
- *Arjun mentioned in the drama that he found it difficult to admit he was scared, because he is a man. What do men in our community find difficult to do because “as a man they are not supposed to”?*
- *Manarupa talked about how being a woman she was expected to keep quiet and was not allowed to play in the same way as her brothers growing up. Is this the same in your community? Are there ways women are expected to behave and act in our society, simply because they are women?*
- *How do these ‘rules’ about how a woman and a man should behave affect our relationships?*
- *Key point to share with the group: Men and women are expected to behave in certain ways by society because of their gender. But this puts pressure on both people in a marriage and can lead to us feeling unhappy as individuals and as a couple. In our relationships we would be happier if our behavior was focused on what makes us happy as a couple, not what society thinks we should say or do.*



(40 minutes)



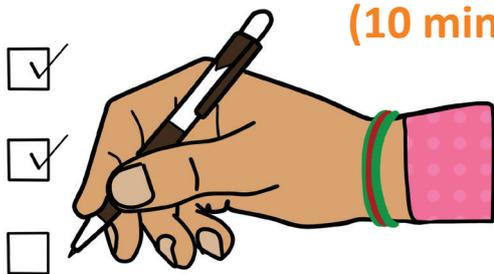
1. On a piece of flipchart paper write the name Binu. On another piece of flipchart paper write the name Sabin. Stick both pieces on the wall.
2. Explain to the group that they will be given a set of characteristics and should decide whether those characteristics best describe Binu or Sabin.

3. Divide the participants into groups of 4 (made up of 2 couples per group).

4. Divide the characteristic cards that you cut out prior to the session between the groups (4 cards per group) and give them 5 minutes to discuss the characteristics.
5. Explain to the groups that when they are ready someone from their group can come up and stick the characteristic cards on to the name sheets.
6. Once all the character cards are divided between Binu and Sabin, tell the group that Binu is short for Binod (so he is actually a man) and Sabin is Sabina (so she is actually a woman).
7. Ask *“Is everyone still happy with how the characteristics are divided?”* and *“How does gender change what characteristics we think should be associated with a person? Why?”* Encourage thoughts and feedback from each of the groups.
8. Ask *“Does biology affect any of these characteristics?”* Discuss biological differences (sex – i.e. our physical bodies) versus social differences (gender – i.e. how we are defined as men and women) and explain that *“biological differences determined whether a person is male or female at birth, whereas gender differences are characteristics and roles decided by our community and society and are not fixed. It is always possible for either gender to have any of the characteristics. Having a girl’s body does make you submissive, more accepting or caring and a boy’s body does not ensure fearlessness, intelligence, or strength.”*
9. End by asking the group to close their eyes while you read out the ‘What is a Boy? What is a Girl’ Exercise Sheet (page 27). When you have finished, give a few minutes for reflection on the reading and allow people to discuss how it made them feel before moving to the next section.

## Wrap Up

(10 minutes)



Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- There are biological difference between men and women but gender differences are created by society and can be (should be!) questioned.
- Beliefs about gender differences create negative social norms that frequently put women and girls at a lower status with more restrictions and less privileges than men and boys, which leads to imbalances in power in our society and our relationships.

- Expectations placed on us because of our sex, puts pressure on both men and women to behave in a certain way (for example, men to earn the money and women to take care of the children / men to be aggressive and not show emotions and women to be passive and accepting), which can be damaging for both men and women.
- But, gender identities are not fixed and can change over time. As a couple or a community we can decide to change the expectations we place on each other because of our sex and create new definitions of what it means to be a girl or a boy / a woman or a man.
- It is important for us to seek positive alternatives to the traditional ideas and gender differences given to men and women, where being a girl does not mean being inferior, silenced or weak and being a boy does not mean being domineering or violent. Doing this will help a man and a woman to become true companions to each other and build a more balanced relationship.

1. Ask couples to take some time (15 minutes) during the week to discuss together and write down what restrictions men and women face because of the characteristics or norms associated with their gender.

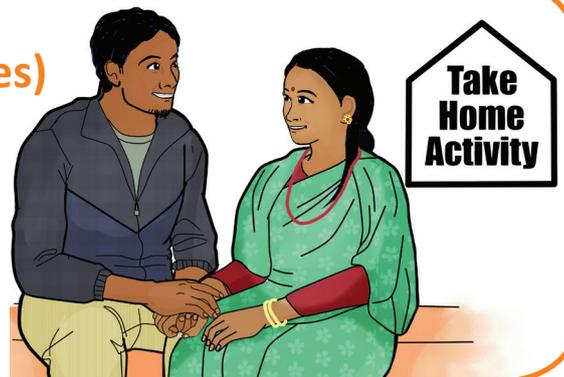
2. Give examples, if needed, such as: for women, it might be they cannot take any job they want or speak up in the home. Whereas for men, it might be that they cannot share their feelings with others easily.

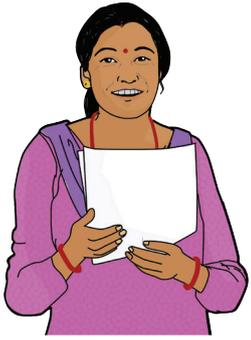
3. Questions they could think about while doing the task include:

- Who faces the most restrictions, men or women?
- What about younger girls and boys?

4. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program.

**(5 minutes)**





## Characteristic Cards

Cut out these characteristics before the session. Once participants have moved in to their groups of 4, give 4 characteristic cards to each group.

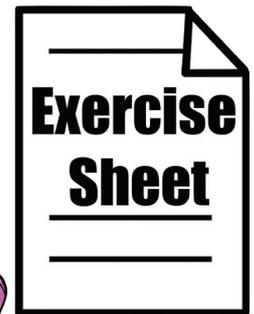
Shy	Breadwinner
Loving	Good cook
Nurturing	Obedient
Strong	Soft-spoken
Aggressive	Tall
Outspoken	Bold
Quiet	Long hair
Confident	Decisive

## What is a Boy? What is a Girl?<sup>5</sup>

A girl has a vagina, a womb, and breasts. A man has a penis and testicles. Other than these few biological differences, girls and boys are not different. In fact, the bodies of girls and boys have more similarities than differences. These biological differences determine a person's sex and are created by nature. The other differences between boys and girls – like their clothes, behavior education, the attitude of society towards them – are all social or cultural differences, not natural differences. These social and cultural definitions of men and women are called 'gender' and have not been created by nature. Nature produces males and females, society turns them into men and women, feminine and masculine. It is gender, which creates inequalities between girls and boys, women and men. It is society (or all of us who make up society) that decides that man is superior, woman inferior, that the wages paid for men's work are higher, for women's work lower, that man is powerful, woman is powerless.

All over the world, gender differences are mainly patriarchal, which means that they are male-dominated, they favor men. Because gender differences are anti-women, girls face many obstacles, they experience discrimination and violence. However, gender differences do not harm only girls; they harm the entire family, community, and country. Several rigid roles, identities, and responsibilities are imposed upon boys as well. They too are prisoners and victims of gender rules.

Because gender is socially created by all of us, we can change it if we want to by creating new definitions of girls and boys, women and men. We can create a society where being a girl does not mean being inferior, being weak and being a boy does not mean being harsh, domineering, or violent. If we so desire, we can create a society where roles, responsibilities, qualities and behavior patterns are not determined and imposed by gender, caste, class or race, a society where everyone has the right and freedom to choose roles, develop talents, and to have a life of one's choice.



<sup>5</sup> Adapted from: Fernandes, A., Sharma, D., Kukade, P., Jeena, R., Khanna, R., Singh, S., & Vaze, V. (2005, April). Working with Men on Gender, Sexuality, Violence and Health. Trainers' Manual (pg. 61-62). SAHAJ, SAHAYOG, and TATHAPI.



## Sex and Gender<sup>6</sup>

A girl has a vagina, a womb, and breasts. A man has a penis and testicles. A child forms in the body of the woman and she gives birth to and breastfeeds the child. Other than these few biological differences, girls and boys are not different. In fact, the bodies of girls and boys have more similarities than differences. Only the sexual and reproductive organs are different. All other organs are the same. These biological differences determine a person's sex.

They are created by nature, and are the same in every family, community, or country. Thus, biologically, a boy is the same anywhere in the world and a girl is the same anywhere in the world. The other differences between boys and girls – like their clothes, behavior education, the attitude of society towards them – are all social or cultural differences, not natural differences. That is why these social or cultural differences are not the same in every family and every society. These social and cultural definitions of men and women are called 'gender' and it is society that makes the rules such as, a woman should keep quiet if she is experiencing violence to protect her family, while a man should not show his emotions, or that a girl will be given less food to eat and less time to play than a boy, while a boy will be sent to a better school.

These gender differences have not been created by nature. Nature produces males and females, society turns them into men and women, feminine and masculine. Because of these social definitions, the differences between girls and boys go on increasing and it seems as if girls and boys belong to two entirely different worlds. It is gender, which creates inequalities between girls and boys, women and men. It is society (or all of us who make up society) that decides that man is superior, woman inferior, that the wages paid for men's work are higher, for women's work lower, that man is powerful, woman is powerless.

Instead of encouraging similarities between girls and boys, societies and cultures have been emphasizing the differences. That is why girls and boys grow up so differently and their paths are so separate. It is these inequalities that have caused so many tensions and conflicts between men and women.

All over the world, gender differences are mainly patriarchal, which means that they are male-dominated, they favor men. Because gender differences are anti-women, girls face many obstacles, they experience discrimination and violence. However, gender differences do not harm only girls; they harm the entire family, community, and country. Several rigid roles, identities, and responsibilities are imposed upon boys as well. They too are prisoners and victims of gender rules.

Because gender is socially created by all of us, we can change it if we want to by creating new definitions of girls and boys, women and men. We can create a society where being a girl does not mean being inferior, being weak and being a boy does not mean being harsh, domineering, or violent. If we so desire, we can create a society where roles, responsibilities, qualities and behavior patterns are not determined and imposed by gender, caste, class or race, a society where everyone has the right and freedom to choose roles, develop talents, and to have a life of one's choice.

<sup>6</sup> Adapted from: Fernandes, A., Sharma, D., Kukade, P., Jeena, R., Khanna, R., Singh, S., & Vaze, V. (2005, April). Working with Men on Gender, Sexuality, Violence and Health. Trainers' Manual (pg. 61-62). SAHAJ, SAHAYOG, and TATHAPI.

# From a Wedding to a Marriage

Week

4

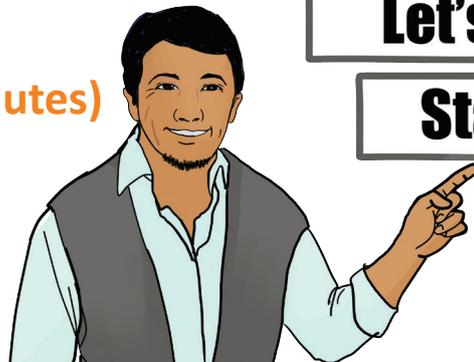
**Total Time: 2 Hours**

**Materials Needed:** Radio and episode recording.

**Aim:** The aim of this week is to get participants to think about the different possible models for how spouses relate to each other. By the end of the session, participants will start to question the belief or norm that the husband should be the dominant or powerful person in the marriage and begin to be able to identify some of the benefits of an equal and supportive relationship.

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group about the differences between sex and gender including how sex is the biological differences whereas gender differences are characteristics and roles decided by our community and society that cause power imbalances and place pressures on both women and men.
2. Ask 2-3 participants to share the restrictions / negative impacts of gender identities on men and women in their society. Use the questions below to guide you:
  - *Did men or women face the most restrictions / negative consequences?*
  - *Who places these restrictions on men and women in our society?*
  - *How could we begin to remove them?*

(15 minutes)



Let's

Start



## Let's Listen



(30 minutes)

### Radio Program Highlights

The radio program this week focuses on marriage as a wedding procession arrives at the hotel. Manarupa's talks about her early married life and her in-laws bad treatment of her. Manarupa and Surya share how they felt the pressure to fall into the expected role of 'husband master/subservient wife' when they first got married, but now that their marriage is more about partnership, they are happier.

**Vox Pop:** What marriage means to you?

**Interview:** A sociologist/anthropologist discusses what marriage is and the role and responsibility of each partner in the marriage to build an equal and balanced relationship.

1. Before you play the program make sure everyone is sitting comfortably and remind the group to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 4 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.

Bring everyone back to the main group. Once everyone is sitting down quietly, then you can start the main facilitated discussion, using the questions below to guide you:

- *When the new bride was in the hotel, it seemed she was not comfortable but could not say anything. Why do you think this was? (Possible responses: Because she was alone and did not know anyone, because she is expected to be quiet and not make a fuss,*

(20 minutes)



because her status in the family is lower than everyone else, because the family members are teasing her and she does not know how to respond.)

- *Surya talks about how he could not help Manarupa to feel settled in his family home when they first got married, because of what other's might think – which 'others' is he talking about? Why do you think he felt that way? (Possible responses: He could be talking about his family or his friends, who may think he is 'henpecked' if he tries to look after his wife or put her needs first. He may also have seen other husbands in the community and feel he also needs to be strong and control his wife as they do.)*
- *The program mentions some of the beliefs related to how families/society expect men and women to behave in a marriage and the pressure that puts them under. What were these beliefs? Were you aware of similar pressures/expectations on married couples in your own society / community? (Possible responses: Men to become the breadwinner and take full responsibility of his wife, along with other family members, women to take care of everyone's needs in the family, do all household chores, get up early before everyone else in the family and go to bed after completing all household chores only.)*



**(40 minutes)**



1. Explain that the activity will involve role-playing how a husband and wife in their community behave on a typical morning at home.
2. Ask for 3 volunteers from the group for a role-play. Allow them to choose their roles amongst themselves – one should be a husband, another the wife, and the third is the mother-in-law. Those playing the

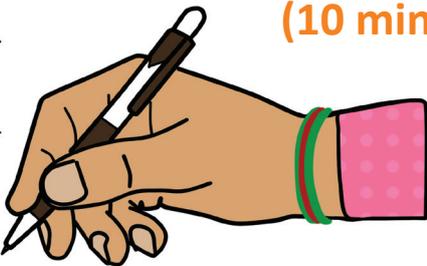
husband and wife should act out how a typical husband and wife in their community would behave on a typical Saturday morning or a typical weekday morning at home.

3. Give them a couple of minutes to prepare and then ask them to start acting.
4. When they have been acting as 'husband and wife' for 5 minutes, add the mother-in-law character and see how that affects the relationship. Give them another 5 minutes to role-play the scene.

5. Ask the group: *What type of relationship did they observe in their characters - two partners relating as equals or did one person have more power over the other? Did they observe any love and mutual understanding between the two people? How did things change when the mother-in-law was added to the scene?*
6. Ask for two more volunteers to show the same scenario, but this time acting as a supportive couple who treat each other with mutual understanding and respect. When the mother-in-law is introduced, she should also treat the other two characters in a positive way.
7. End by asking the participants, the positives of having the supportive relationship where one does not have power over the other.

## Wrap Up

- 
- 
- 



(10 minutes)

Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- Having absolute authority/power/control in a relationship means we lose out on the benefits of marriage such as companionship and support.
- Equally the expectation that husband's should demand things and behave certain ways can make them feared by wives and children, which is damaging to everyone.
- By being showing respect and care between husband and wives we can build mutual understanding and support in our marriage, which is vital for laying the strong foundations for a healthy and happy marriage and providing a positive environment for our children to thrive.
- Often the way we respond to or treat our spouses is not based on how we want to behave but how we think society / our family and friends want us to behave and the worry we have that we will be judged if we don't act a certain way.
- But if we work together with our spouse as a team we can start to make positive changes in our own lives and relationship – remember that change starts at home!

1. Ask participants to take some time (15 minutes) to discuss this week's task with their spouse. They should find out what happened in the role-plays performed by the spouses group and how it differed from their own.

2. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program.

**(5 minutes)**



“Men are taught that they are responsible to look after their wife in marriage. And women have been brought up with the same values engrained deep within their minds. It is very difficult to change that engrained teaching. But being part of the ‘Change’ program has helped us to challenge those teaching.”

Ram Krishna Panthi, Religious Leader, Kapilvastu

**Total Time: 2 Hours**

**Materials Needed:** Radio, episode recording, and a list of chores for the group activity.

**Aim:** This week is all about gender roles and discussing how the roles we think men or women should do are not based on biology but are based on beliefs and norms. After this session, participants will begin to question those norms and beliefs and understand that there are no such things as 'gender specific roles' in a marriage / household. The group will also begin to add more value to the roles their spouses play, particularly within the household and how respecting and appreciating what their spouse does for the family is important to create a good relationship.



**(15 minutes)**

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group that last week you talked about marriage, specifically how *"a happy marriage is about finding balance where no one has power over the other and instead both spouses can support and enjoy one another."*
2. Start by asking 2-3 volunteers from the group to share what they discussed for the 'take-home' task. Use the questions below to guide you:
  - *What part of the role-play their spouse enjoyed the most?*
  - *Where there any differences between theirs and their spouses role-plays?*
  - *Did this lead to any other interesting discussions with their spouses?*

## Radio Program Highlights

Arjun is advised by Tara that he needs to get a wife so that he does not have to eat food in the hotel all the time, which triggers a discussion on expected gender roles that exists in the society. Tara shares the struggles she is facing at her husband's home under all the domestic chores she is expected to do.

**Vox Pop:** The roles of a husband and wife at home.

**Interview:** A married couple discuss how they share the household chores and try to treat each other with respect and understanding.

(30 minutes)



1. Before you play the program make sure everyone is sitting comfortably and remind the group to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 5 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.



Bring everyone back to the main group. Once everyone is sitting down quietly, then you can start the main facilitated discussion, using the questions below to guide you:

- *Were you surprised with how Arjun responded when he was asked to take a wife so he would have someone to cook for him? Is the view held in your community that finding a wife is about finding someone to cook and clean for you? Is this really the basis of a good marriage?*
- *Do you think women in your community feel the burden of household chores, like Tara explains? What expected gender roles (for example earning money) do married men in your community feel burdened by?*

- *Thinking back over the last few episodes, what do you think of Surya as a husband (man) if he has a wife who takes on the financial management roles in the business whilst he works often in the kitchen?*
- *You heard a couple talk about how they share roles like cooking and cleaning with their spouse. What challenges do you think you would face in your community if you wanted to take on more roles your spouse does in the family home? How would it benefit your relationship and your family to share roles in this way?*



**(35 minutes)**

1. Explain to the group that the activity<sup>7</sup> will involve 'acting out' a chore in the room. They will each be assigned a specific chore.
2. Ask the participants to stand up and give each one a household chore that they must pretend to do, for example: washing up, sweeping, cooking, picking up kids toys, looking after mother-in-law. Each participant should begin 'acting out' their chore in the room.
3. Ask two of the participants to stop working and for the others to keep doing their chore, but also take on the chores that the people who stopped working were doing (for example, if a participant was role playing mopping the floor and the people who stopped were dusting and cooking, they now need to role play mopping, dusting, and cooking).
4. Tell another two participants to stop working and again tell the remaining participants to take on the chores of those that have stopped.
5. Proceed like this, until only one person remains – doing all the chores assigned to the rest of the group.
6. At the end, ask the last participant to stop working.
7. Ask the group: *How do you think this person feels?* Ask the person themselves: *How did you feel doing the chores for everyone?*
8. Open up the discussion, using the following questions as a guide:
  - *How did each participant feel when the other stopped working?*

<sup>7</sup> Adapted from: Population Council. (2006). *Yaari Dosti: Young Men Redefine Masculinity, A Training Manual*. New Delhi: Population Council.

- *Which of the chores in the activity do participants perform in their own home? If not them, who generally performs them?*
- *How does the division of roles in the household affect women? Men? Children? (For example, the burden on women to take on all the household duties, the pressure on men to earn money, the lack of interaction between fathers and children, children learning rigid gender roles from watching their parents)*
- *What different roles are expected of men and women outside the home?*
- *What is stopping you from taking on some of the roles that your spouse normally does? What could you do to support your spouse / feel supported by your spouse in the household?*
- *What makes a happy and healthy marriage beyond the husband being good at earning money and the wife being a good housewife?*

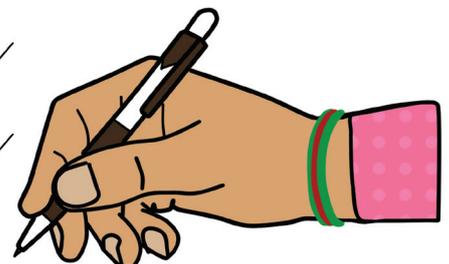
Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- Gender roles are the roles that society expects us to do because of our gender, but they are simply in our heads (what we believe we should do) rather than because of our bodies (what we are able to do).
- Often women take on most of the roles in the house, which puts a strain on the woman. This work is expected of women but it is not valued, which adds to the burden and feelings of not being respected in the house.
- Equally, men can feel burdened by their expected gender roles for example, as breadwinner for the family or their lack of a role in caring for their children.
- By sticking to rigid gender roles, husbands and wives are not able to benefit from everything a marriage has to offer and their children are learning rigid gender roles that might restrict them in future life.

**(15 minutes)**

## Wrap Up

- 
- 
- 



- By valuing respect and love over having a 'good housewife' or a 'good breadwinner for a husband' married couples can support each other and make sure no one is more burdened than the other. It also means both partners are less tired, less stressed and have more time to spend with each other and their children.



1. Ask participants to take some time with their spouse (15 minutes) to discuss what they thought of today's session. Together identify one chore in the household that is normally done by one of them alone, that they both can share this week. Share the chore over the course of the week and see how it feels to work together.

2. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program as well as share what they have learned.

“This exercise was helpful for us to evaluate ourselves in terms of our actions. It also helped us to determine our roles and responsibilities in this world.”

Tulsiram Kandel, Religious Leader, Chitwan

# The Invisible Wall (Expectations & Pressures)

Week

6

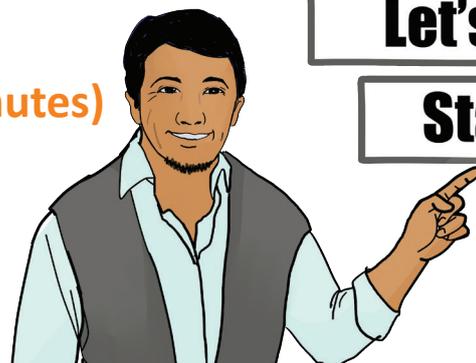
## Total Time: 2 Hours

**Materials Needed:** Radio, episode recording, flipchart paper, and thick pens.

**Aim:** The aim of this week is to understand how what we believe and the ways we behave are influenced by the beliefs, expectations and 'rules' of the society we live in (often called social norms). By thinking about the expectations placed on us by our friends, family and even ourselves, participants will understand what and who influences the way couples behave with each other. At the end of the session, participants will be able to: 1) recognize how, in reality, it is not always possible to meet all the expectations placed on us by society, 2) begin to question the (unwritten) rules in society which are not relevant to them today, and 3) understand how some of these rules and expectations can be harmful to themselves and their relationships. The fear about how they would be treated if they did not keep up a certain image will be discussed and questioned through examples of those who have successfully chosen not to follow expected behaviors and 'rules' that are damaging the mutual respect in a relationship.

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group that last week you talked about gender roles and how the expectation placed on us to take on certain roles purely because of our gender can result in unnecessary burden and pressure that can undermine our relationships. Instead of judging a spouse on their cooking skills or their ability to earn enough money, the importance of values like respect and love as a foundation for a strong relationship were discussed.

(15 minutes)



2. Discuss last week's 'take-home' activity with the participants by asking 2-3 people to share how it went. Use the questions below to guide you:

- *What activity did you choose to share and why?*
- *Was it an easy or difficult task to do with your spouses?*
- *What did they learn from this experience?*
- *Will they keep sharing this activity in the future?*



(30 minutes)

### Radio Program Highlights

Manarupa's mother-in-law is conservative. She thinks Surya Singh has given too much liberty to his wife. Surya Singh tries his best to help his wife but worries that his mother will think badly of him for doing so. So while his mother is with them, he wants Manarupa to act like a 'traditional' daughter-in-law. This causes friction between Manarupa and Surya as well as Surya and his mother.

**Vox Pop:** How easy is it for you to live up to society's expectation of you as a wife/husband?

**Interview:** A mother, her son and daughter-in-law, discuss how they learn to accept and support each other in the household.

1. Before you play the program make sure everyone is sitting comfortably and remind the group to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 6 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.

Bring everyone back to the main group. Once everyone is sitting down quietly, then you can start the discussion, using the questions below to guide you:

- *What difference did the arrival of Manarupa's mother-in-law make in her and Surya Singh's relationship?*
- *Why do you think Surya changed the way he behaved towards Manarupa when his mother was around?*
- *What role do you think our family's views/beliefs play in how we behave towards our spouses? Why is this? Who else influences how we behave towards our spouses?*
- *What was different in the discussion between the mother, her son and daughter in law, who shared their story in the radio program? How did they initiate a change in their family and what benefits have they got since?*
- *How does our fear of what others might think or the fear of not being respected or treated well in our family and community influence our behavior towards our spouse?*
- *Key point to share with the group: "Often our behaviors and attitudes are influenced by those around us because we are worried about being ostracized or not respected in the family / community. Perhaps we want to avoid the conflict or discussions we might get into trying to make another person understand why we are choosing to behave in a way that is different from what is expected of us. But sometimes following expected ways of behaving without questioning them can result in more burdens on ourselves and can make us behave in a negative or hurtful way to those close to us – particularly our spouses."*

(20 minutes)



(40 minutes)



1. Explain to participants that, in small groups, they will be asked to think, discuss, and write down on flipchart paper the different expectations we place on each other as a society.
2. Show the group how you want them to divide the flipchart paper in three columns with the following headings: 'Expected behavior of wife (from family and community)', 'Expected

“Even though we are aware and informed about a lot of things, the societal norms and values have made us limited in so many ways. Participating in this project has helped me to realize that we need to change these norms and values, starting with ourselves.”

Yamkala Pandey,  
Community Leader,  
Nawalparasi

behavior of husband (from family and community)’, ‘Impact of these expectations on the husband/wife and their marriage’.

3. Divide the participants in two groups, so each group has 5 people. Give a flipchart paper and a marker to each group.
4. Give each group 10 minutes and ask the group members to discuss among themselves what behaviors families and communities expect from husbands and wives. Ask them to list the expected behaviors in the first and second columns (Expected behavior of wife and husband from family and community).
5. Give each group another 10 minutes and ask them to discuss about how these expectations affect the husband/wife and their marriage.
6. Once they are done, ask each group to bring their flipchart paper and share the results with other group members.
7. As a group, discuss if there are similar points in both discussions. Suggested questions for discussion include:
  - *What are the main differences between the expectations placed on a husband and a wife by our families and communities?*
  - *How easy is it for people to live up to what families and communities expect?*
  - *If expectations from our families or communities are placing pressures on us and harming our marriages, can we choose not to follow them?*
  - *How should we behave to ensure love, care, and respect for each other in our marriages?*

Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- In society, there are rules or expectations of how we should behave that are considered normal or acceptable. These rules are often different depending on if we are male or female, our age, etc. and can be helpful or harmful
- These rules are often held in place by the fears that we have about what others may think of us if we do not follow the 'normal behavior'. In this way they are like invisible walls that stop us from changing and keep us in traditional roles and behaviors.
- Keeping to these 'expected' behaviors can be harmful and result in pressure and burdens on men and women and our relationships and may undermine our ability to achieve our goals in life.
- Often these rules and expectations in society are not relevant today and have been created by the most powerful and used to control those who have less power.
- Married women often find it very hard to do all that is expected of them and the burden of the different tasks can make them very unhappy. Women are also often advised to tolerate their lives, but this does not help them to solve their problems or become happier.
- Married men may also be very stressed as they are expected to provide financially for their home and also contribute to the broader family and yet there may be few opportunities to work. Married men may also get into conflict between their mother and their wife, and it is very hard as they may feel they should support both of them.
- Although these invisible walls may seem like they have been there forever, they are made by us as a society and can be broken down by us.
- Share the key point that *"Communities can and should work together and support each other to create a positive environment for new behaviors that do not put pressure on our relationships. Together we can choose to behave in ways that are more supportive and respectful of everyone."*

## Wrap Up

(10 minutes)




1. Ask participants to take 30 minutes during the week to talk to their spouse about the invisible walls that exist in their community and how they affect couples.

2. Ask them to think and talk about what actions they can take (individually and as a

couple) to remove 'invisible walls' in their life. An example could be a husband who wants to help his wife at home, however only does so when no one else can see. This could be an 'invisible wall' in their relationship.

3. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program.

“Gender defined roles instilled in our society and family have different expectations from men and women. It was valuable to understand that these expectations cannot always be fulfilled and these expectations can result in creating pressure in our marital relationship.”

Group Member, Chitwan

# Love & Respect

Week

7

## COUPLES WEEK

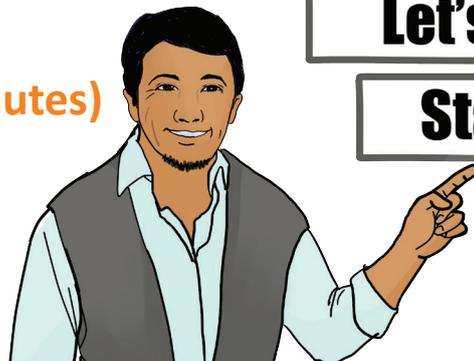
**Total Time: 2 Hours**

**Materials Needed:** Radio and episode recording.

**Aim:** The aim of this week is to think about how we speak to and behave with our spouses. Through discussions, participants will understand why showing love and respect through our actions and speech is important. By focusing on respect as a combination of appreciation, admiration, and recognition of a person's worth, couples will understand that it is more than 'aadar' (respect) and that it is not something that is simply given because of hierarchy. We will also think about the different ways other people in our family speak to us and treat us and how that impacts how we feel about ourselves.

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group about the discussions on how our actions are often influenced by (unwritten) rules and expectations in society that affect how we behave. We often follow these rules without ever questioning them and also from a fear of what others would think or do if we did not. Remind the group *"many of the rules and expectations in society are not relevant in our lives today and can cause us to put burdens on ourselves and our spouses. By coming together to create a positive environment we can change as a community and encourage new behaviors that are based on mutual respect and understanding."*
2. Ask 2-3 people in the group to share how the 'take-home' task went. Use the questions below to guide you:
  - *What invisible walls did you discuss with your spouse?*

**(15 minutes)**



**Let's**

**Start**

- *Did your spouse share any that you were not aware of?*
- *What actions can you take to remove invisible walls in your life?*
- *How would the lives of your family and community improve if you work to remove these walls?*



**(30 minutes)**

### Radio Program Highlights

The action this week continues with Surya's mother talking in a negative way about and to Manarupa. Manarupa tries to make Surya understand how she feels disrespected and humiliated when his mother talks to her in this way and reminds him of how it was even worse when they first got married

and Manarupa could not conceive a baby right after marriage.

Padam and Tara arrive at the hotel. Tara is looking tired, she has been up since early doing work for Padam's family. Padam tries to joke with Surya about Tara. Surya does not join in the joke and tries to let Padam know he should respect and appreciate his wife. Padam does not listen and orders Tara home. Manarupa appreciates how Surya was able to talk to Padam and they discuss the negative impact of being treated disrespectfully by your spouse. They apologize to each other for the argument earlier and tell each other how much they appreciate each other and the value they bring to their married life.

**Vox Pop:** Why is respect necessary in a marriage? How do you show respect and love to your spouse?

**Interview:** Relationship expert discusses the benefits of love and respect in a relationship.

1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 7 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.

Bring everyone back to the main group. Once everyone is sitting down quietly, then you can start the discussion, using the questions below to guide you:

(20 minutes)



- *How does Surya's mother talk to Manarupa? How does this make Manarupa feel?*
- *Do mother-in-laws often talk to their daughter-in-laws in this way in your community? Does it ever happen the other way around?*
- *Why do you think Surya does not say anything to his mother about the way she speaks to Manarupa? What is the invisible wall here? Do you agree with Manarupa, that Surya should stand up for her?*
- *When you heard the way Padam spoke in front of his wife, did it surprise you? How do you think it made Tara feel? How did you think it makes Padam feel? Is it common for men to speak to their wives in this way?*
- *What other ways do you think Tara is devalued at home? Does this strengthen or hurt their relationship? How does this affect their family? (Possible response: being overworked and undervalued by her in-laws, not being treated like an equal person in the household.)*
- *What did you think about the way Surya responded to Padam? Men would you have done the same? Women would your husband have done the same?*
- *Why do you think Surya can stand up for women when it comes to his friends, but finds it harder in his own family?*



(40 minutes)



1. Start by asking the group to think back to the week on power. How do they think it applies to this week? Ask the group to think about the relationship between Manarupa and her mother-in-law or Tara and Padam or even Surya and his mother, *"in these situations, does one person have power over the other?"* (Suggested response: Yes – the mother-in-law is

“Now I realize the importance of my responsibility in the family and importance of discussion between husband and wife. These changes have improved our relationship and built trust among us.”

Lekhnath Paudel,  
Radio Program Listener,  
Kapilvastu

using her power over both Manarupa and Surya, and Padam uses his power over his wife.)

2. Highlight that “*Everyone has the right to be treated with respect and as an equal person. However, respect is often thought about only in terms of hierarchy and it is rarely given to those who have the least power and authority. This power imbalances in our society means that it is also accepted as normal for men to control women, or mothers-in-law to exert control over their daughters-in-law*”).
3. Explain that you are now going to do a role-play to highlight power in relationships. Ask for two volunteers. Tell one person she/he is the husband, and the other is the wife. Ask them to act out a short role-play where the husband uses their power over the wife to cause hurt or upset. The husband should use their words and actions (but without physically touching).
4. After a few minutes, call out “*stop!*” and ask a third volunteer to come up and be the in-law in the situation. The husband and wife should continue the role-play and the in-law joins in using their words and actions in a negative way towards the wife.
5. After another 3-4 minutes call out “*stop*” and allow the rest of the group to ask the characters in the role-play some questions to understand how they feel as the different characters in this scene (you can also write down and hand out the questions below to members of the group if easier).

Example questions for the wife:

- *How do you feel when your husband talks to you in this way?*
- *How would you like him to talk to you?*
- *How does the way your mother-in-law speaks to you affect you / your relationship with your husband?*

Example questions for the husband:

- *How do you feel?*
- *Why do you treat your wife in this way?*
- *How does your mother-in-law influence how you treat your wife?*
- *How do you think the way you treat your wife affects her / your relationship?*

Example questions for the mother-in-law:

- *How do you feel when you speak to your daughter-in-law in this way?*
- *What do you think is the effect on your daughter-in-law if she is spoken to in a negative or disrespectful way over a long period of time?*

Finally ask the group as a whole:

- *Is this a form of violence?*

6. Summarize that insulting, humiliating, yelling, threatening, or controlling (i.e. forbidding someone to go outside, stopping them from seeing friends and family, or making them work with no help or rest) another person are forms of violence and an abuse of their rights. This kind of treatment to another person can result in women becoming fearful, less confident, depressed and in extreme cases, it can even lead to suicide. Also, it has a wider effect and limits her ability to take care of her children and other family members, as well as her ability to work and generate income for the family. Share with the group *“No one has the right to treat another person in this way or be made to feel that they are any less of a person than those around them.”*
7. Allow time at the end for discussion, using the questions below to guide you:
  - *What are the benefits of speaking to our spouses in a respectful way?*
  - *How can a husband show respect and appreciation for his spouse (who she is and what she does) through his behavior and words?*
  - *What about a wife? How can a wife show that she appreciates what her husband does?*
  - *What role does the other family members like the mother-in-law play in supporting a couple to have a positive and respectful relationship?*
8. If time allows, repeat the role-play but, this time, demonstrating positive and respectful communication between the husband and the wife.

“This program has helped us to build a relationship full of trust and support for each other.”

Group Member,  
Chitwan

## Wrap Up

(10 minutes)



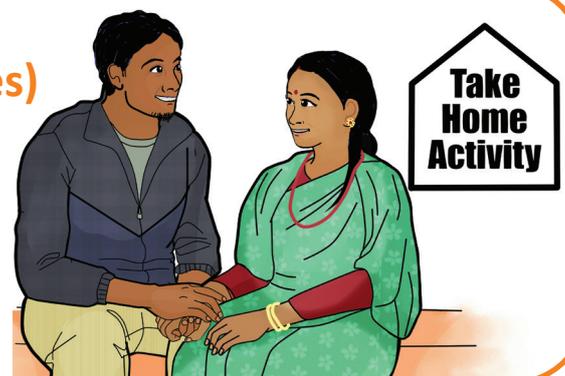
Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- When a person behaves in a negative or disrespectful way towards another person including criticizing them, scaring them, humiliating them, or controlling them through threats, it is a form of violence/abuse and is unacceptable in any circumstance.
- This violence/abuse happens because of a power imbalance, where someone's power-over another person is used to control them.
- Experiencing this kind of violence/abuse can lead to low self-esteem, low self-worth, depression and even suicide. Children in the family also learn harmful behaviors from observing this kind of abuse.
- Not having love and respect as the foundation of a marriage, weakens the relationship and can lead to a lack of mutual enjoyment and intimacy between the husband and wife. This way, no one benefits from the positive sides of marriage.
- Living in a household where everyone is treated with mutual respect rather than "power-over" and control is vital to happy and productive homes. It is up to everyone who lives in that household to create a supportive environment for the couple and the family as a whole to thrive.

1. Ask participants to think of 3 things they love and 3 things they admire or respect about their spouse. Explain that they should find time when they are alone to tell each other what those things are.

2. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program.

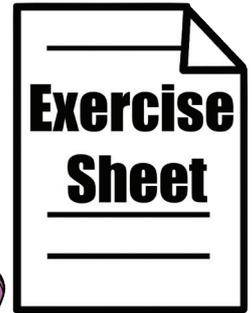
(5 minutes)



## Emotional Abuse<sup>8</sup>

Emotional abuse is any kind of abuse that is emotional or psychological rather than physical in nature. It can include anything from verbal abuse and constant criticism to more subtle tactics, such as intimidation, manipulation, and refusal to ever be pleased. Emotional abuse can take many forms. Blaming, shaming, and name calling are forms of verbal abuse which can affect a victim emotionally. The victim's self-worth and emotional well-being is altered and the result is an emotionally abused person.

Emotional abuse may include: insults (“you’re so ugly” or “you’re so useless”), humiliating a wife in front of others, controlling movement e.g. forbidding a person to go outside the yard, or stopping someone from seeing family and friends, offering no help with household work, depriving a person of free access to food, preventing them from using contraception, forcing an abortion, hurting something or someone they love to punish and scare her, not treating them as a proper family member, letting them know their spouse is considering a new wife or having another partner, yelling, throwing things and threatening violence.



<sup>8</sup> Adapted from: Welbourn, A. (1995). Stepping Stones: A training package on HIV/AIDS, communication and relationship skills. *Strategies for Hope training series No. 1*. ActionAid.

Week

8

# Understanding Violence Between Married Couples

**Total Time: 2 Hours**

**Materials Needed:** Radio, episode recording, cards (meta cards) and pens for group work, and flipchart paper and thick pens.

**Aim:** The purpose of this week is to introduce Intimate Partner Violence (IPV) or violence between spouses, particularly physical violence. The groups will consider the connection between power and violence and whether violence within a marriage is a public or private matter. Existing harmful beliefs and expectations that justify violence against women will also be discussed and questioned.



**(15 minutes)**

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group how criticizing, threatening, humiliating, or speaking to others in a disrespectful way is a form of violence. This violence happens when one person uses their power over another person and is often accepted by society as the right of a husband to control his wife, or a mother-in-law to control her daughter-in-law. Highlight that whilst we often don't think of the harm that treating another person like this can have, it can lead to the other person becoming fearful, unconfident, depressed, and might even lead to extreme situations like suicide. Treating another person in this way is not justified under any circumstances.
2. Ask those who want to share how the 'take-home' exercise went. They do not have to share what was said, but simply how the experience was. Use the questions below to guide you:

- *How was the experience of telling your spouse what you loved and respected about them?*
- *What was difference between the things you loved and the things you respected/admired in your spouse?*
- *Had you ever shared like this with your spouse before?*
- *How did it make you feel to say these things to your spouse?*
- *How did it make you feel to hear back from your spouse what they loved and respected about you?*

### Radio Program Highlights

**Drama:** Arjun is upset when he overhears Padam and his friends talking about the need to exert control over their wives, using violence if necessary. After they leave, Surya reassures Arjun that not all marriages are based on fear and control and it is much better to have a peaceful marriage based on mutual understanding and respect.

**Vox Pop:** Whether a man should control his wife through force / violence and whether hitting your wife is ever justified.

**Interview:** A couple discuss how their marriage is based on mutual respect, not fear and control.

(30 minutes)



1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 8 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.



Bring everyone back to the main group. Once everyone is sitting down quietly, then you can start the discussion, using the questions below to guide you:

- *What did you think of the advice Padam got from his friends? What was their justification for him using violence against his wife?*

- *What advice would you give to Padam?*
- *Why do you think some men feel they need to control their wives using violence? Is this view held by men in your community?*
- *Thinking through what was said in the radio program, what are some of the beliefs in society that condone or support violence from husbands towards their wives?*
- *What are some of the beliefs in society that stop women speaking up about violence in their marriage?*
- *Would you rather have a marriage like Padam and Tara or Manarupa and Surya? Why?*
- *What are the benefits of having a marriage like the couple who you heard speak in the interview?*

1. Explain to the group that today's activity will help them think through violence against women, starting with working in small groups to write down any acts of violence that can occur between a husband and wife. Explain they will be provided cards and should write down a different act on each separate card. Give examples such as shouting, kicking, refusing food.

**(40 minutes)**



2. Divide the participants in to 3 smaller groups and give each group small cards (meta cards) and pens.
3. Give the groups 5-10 minutes to work on this. Whilst they are working on this, write the words physical violence, sexual violence, emotional

violence, economic violence on 4 separate sheets of flipchart paper and stick them to the walls.

4. Once the groups have finished writing down the different acts of violence, bring their attention to the paper on the wall and explain *“there are many different acts of violence that occur between a husband and wife, most of them can be grouped under these 4 headings – physical, emotional, sexual, economic.”* Ask if any of the headings are unclear to anyone and if so, give a brief explanation (refer to the Facilitator’s Notes (page 57) if required).
5. Explain the groups need to decide together which heading their different acts of violence come under. Once they have decided, 1-2 people from the group should come forward and stick the cards under the correct headings.
6. Once every group has stuck their cards on the wall, go through each of the types of violence and acts that the groups have identified. If any of the acts are in the wrong place, draw the group’s attention to it and discuss where it should go instead. If any acts of violence are not included, add them at this point, using the Facilitator’s Notes (page 57) to guide you.
7. Explain *“violence that happens between a man and a wife can be physical, sexual, emotional, or economic, can happen inside or outside the home and is carried out most often by men against women as a way of controlling them. One of the aims of this project is to reduce cases of violence between husband and wives in our homes and communities. One way to do this is to balance the power between men and women in relationships”.*
8. To end on a positive note, ask everyone in the group to stand up and share one positive benefit of having a violence-free marriage.

Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- Violence experienced in an intimate relationship such as a married couple and can be physical, sexual, economic, or emotional.
- Whilst men can also experience violence from their wives, it is most commonly experienced by women from their husbands as a means of controlling them.

## Wrap Up

(10 minutes)



- Power and control play a large part in why violence happens most often against women and are often used to justify the violence. In general, society tells a husband that their wife belongs to them and he can do what he wants to her. His family, society, caste, religion, and country reinforce this belief. This leads to an imbalance of power.
- All forms of violence are an abuse of power-over and are unacceptable.
- Family members and communities can create new rules in society where violence is not acceptable and relationships are based on mutual understanding and respect.



1. Ask the participants to take some time together during the week (15 minutes) to discuss the different types of violence in a marriage that they have witnessed in their community or family. Questions to consider during the discussion might be:

- Who do they know in their family / community who has been affected by spousal violence?
- What type of violence was it and how did it affect them individually and their relationship?
- How did it impact on others in the family / community?
- Did anyone try to intervene to stop the violence?

2. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program.

## Acts of Violence<sup>9</sup>

Acts of Domestic Violence are classified in four main categories: physical, sexual, psychological, and economic violence. Some acts of violence will always overlap with more than one category. All violence always causes psychological and emotional harm to the victim and possible witnesses.

**Physical Violence**, such as hitting, pushing, kicking, hair pulling, battering with a stick/bamboo, biting, pinching, shaking, injuring with a tool (sickle throwing, hacking with an axe, stabbing with a knife, injuring with a weapon such as gun, grenade, etc.) suffocating with a pillow, pushing down stairs, strangling, burning, throwing/spraying with acid, poisoning, deprivation of sleep, attempted murder, homicide.



**Psychological / Mental Violence**, includes:

- **Verbal Violence**, such as shouting, constant and prolonged criticizing and insulting a person, telling s/he is ugly and/or worthless, jealousy, refusing to talk to the person, humiliating in front of the children and others, telling a person that s/he is mad and should be in a mental hospital.
- **Threats** such as threatening with a weapon or toll that can be used as weapon, threatening to take the children away, threatening to sell the children, throwing her/him out of the house, threatening to commit suicide, threatening to abduct or abuse the children, mutilating her/him, beating her/him, ruining the property, preventing a job opportunity, threatening to sell her/him (trafficking), claiming rights because of dowry payment.
- **Deprivation of freedom (isolation)**, such as refusing to let her/him see family and friends, locking a person in, preventing a person to leave the household premises or to go to work or to go to study, following the person everywhere s/he goes, controlling all aspects of family decision-making.

**Sexual Violence**, such as rape, including marital rape, sexual abuses on children, forcing someone to have sex with another person, sexual harassment and sexual exposure, sexual abuse to degrade someone such as urinating on women or forcing a woman to have oral sex, etc.

**Economic Violence** is a form of abuse when one intimate partner has control over the other partner's access to economic resources, which diminishes the victim's capacity to support her/himself and forces her/him to depend on

9 Ministry of Women's Affairs of the Royal Government of Cambodia & German Technical Cooperation Project Promotion of Women's Rights. Acts of domestic violence (Handout 2.3). *Domestic Violence: A Training Manual to Raise Awareness*. Retrieved from [http://menengage.org/wp-content/uploads/2014/06/DV\\_Awareness\\_Manual\\_Eng.pdf](http://menengage.org/wp-content/uploads/2014/06/DV_Awareness_Manual_Eng.pdf).

the perpetrator financially. It can also include destroying valuable personal belongings or property, for example, breaking plates and glasses, setting fire to the house, refusing to give money, making the person beg for money, forcing a person to sign a loan or take away property.

Physical violence is obviously the most visible type of violence and can have serious consequences leading to injury and even death. However, sexual and psychological violence that affects a person's emotional well-being can be as devastating leading, to life-long harm.

### **What is IPV?**

Intimate Partner Violence (IPV) is one of the most common forms of violence against women and is most commonly perpetrated by a husband or intimate male partner. Although women can also be violent in relationships with men, in a majority of cases it is women who are experiencing violence at the hands of men.

IPV includes acts of physical aggression, psychological abuse, forced intercourse and other forms of sexual coercion, and various controlling behaviors such as: isolating a person from family and friends or restricting access to information and assistance.

Although IPV is a widespread and deeply rooted problem in Nepal, it receives limited attention mainly because any form of domestic violence, including IPV, is seen here as a private family affair, and intervention by outsiders is disapproved of. But violence of any kind should never be justified or accepted.

### **Why are we focusing on women as victims of domestic abuse, men can also be hit or abused by their wives?**

As noted above, both men and women can hit or otherwise abuse their spouses and it is not always women who are the victims of IPV – men can be the victims too. However, this does not happen as often. If your group continues to ask why we are focusing on men as perpetrators, ask them to think about how common is it for men to be injured by and live in fear of their wives? And then, how common it is for women to be injured and live in fear of their husbands?

# Money and Power

Week

9

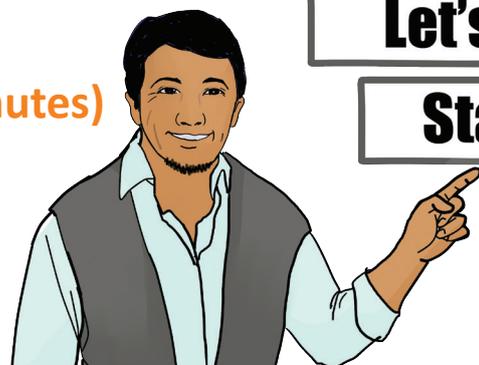
## Total Time: 2 Hours

**Materials Needed:** Radio, episode recording (prepare to play part of episode 2, in addition to this week's episode), flipchart paper, and thick pens.

**Aim:** The purpose of this week is to address the belief/norm that a man should control everything in a household, including money and property. The group will be encouraged to think about the difference between access and control over the money and/or property, the benefits of joint decision-making regarding financial expenses of a family, and the resulting balanced economic power between a husband and a wife.

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group about the different forms that violence in a relationship can take (physical, emotional, sexual, and economic) and how it is caused by unequal power balances and the belief that men should control their wives.

(15 minutes)



2. Ask 2-3 people in the group to share what they discussed with their spouses. As they talk, write down the different types of violence that they had observed in their families and in their community on a piece of flipchart paper for everyone to see. Use the questions below to guide you:
  - *Did they agree on which were the most common forms of violence?*
  - *Was it always against women?*
  - *Had anyone intervened?*



**Let's  
Listen**

**(30 minutes)**



### **Radio Program Highlights**

The action this week begins with Manarupa and Surya Singh discussing their future plans to buy land in Narayanghat and their dreams of building their own home. The conversation shows how Manarupa and Surya Singh can discuss their finances openly and honestly. They remember a time when it was not

like that and they used to argue over money, and talk about how much better their relationship is now that they make the decisions jointly. Arjun joins and talks about a neighbor who does not let his wife work and does not allow her to buy what she needs, which results in stressful situations for both of them. He praises Manarupa and Surya Singh for being able to balance the economic power in their household.

**Vox Pop:** Have you ever been consulted with, when any major financial decisions take place in your home? Why? (Women only)

Do you involve female members of your family while taking any major financial decisions in your home? Why? (Men only)

**Interview:** Highlights an ideal couple who have a balanced economic power and they share their experience on how they maintain it.

1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 9 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.

Bring everyone back to the main group. Once everyone is sitting down quietly, you can start the discussion, using the questions below to guide you:

- *We heard that Manarupa and Surya Singh are open and honest about their finances, and in the interview we heard the experiences of the couple who take their decisions jointly regarding any financial matters. Do you think it is something a husband and a wife need to do? Why?*
- *What are the different arguments about money that were shown in today's episode? Do you experience the same kind of arguments in your household? Why do you think money is a cause of stress in a relationship?*
- *What changes did Manarupa and Surya and the couple in the interview make in their relationships to stop the arguments about money? What benefits did they get from doing this?*
- *Last week, we discussed about various types of violence that can occur between a couple. Do you think today there is any kind of violence that you heard in the radio program between the different couples? If yes, what? Who was the perpetrator and who was the victim?*

**(20 minutes)**



**(40 minutes)**

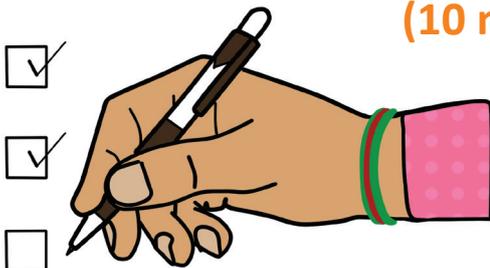


1. Explain that you are going to play a section from an old episode when we first met Tara and her husband. We learned that Tara sells milk for the whole month and yet, it's her husband, Padam, who comes at the end of the month to collect the money for the milk.
2. Play the section. (If it is not possible to play the Episode 2, simply remind the group members of the incident). Then ask the group: "Do you think Tara is experiencing any type of violence there?" If yes, "What type of violence?"
3. Listen to different responses from the group members and conclude that it's a form of economic violence towards Tara.
4. Ask the group "How is the situation between Tara and Padam similar to the Arjun's neighbours? How is it different?"

5. Discuss the different responses and conclude that in both situations the husband controls the finances. However, they have control in different ways. With Padam and Tara, although Padam lets Tara work, he keeps all the money she earns. With the neighbors, the husband does not let his wife work and controls how the money is spent in the household.
6. Explain that denying access to resources/money is not the only type of violence. Many times we might have access to resources but no control over it. Also, not allowing someone to earn income is also a form of “power-over”.
7. Ask “Who usually controls the expenses in the household, men or women? Why is this? Are there any cases when men have less power over finances?” Encourage participants to share different examples.
8. Summarize that “We have a widespread belief in our society that women do not know much and should be protected, whilst men are more skilled and capable. This leads to a common belief that men should be in control at home, including controlling finances and women are expected to ask for permission before making any decision regarding money. In many cases, women are granted access to the money and property but not the right to participate in the discussion regarding how it should be managed or spent. Any situation where one person in a marriage controls access to money results in an imbalance in economic power and is a form of economic violence. Having an imbalance of power like this can lead to arguments, lack of trust between husband and wife and mismanagement of household money.”
9. To end, ask each group member to share one thing that they can do starting today to better balance economic power in their household with their spouse. Then ask “What do they think will be the benefits of doing this?”

## Wrap Up

(10 minutes)



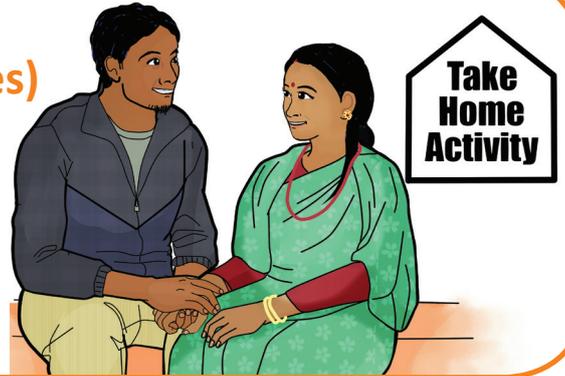
1. Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:
  - Economic violence occurs when one person has more power over the finances in the household than the other.
  - This can include not allowing the other person to earn money or take a loan, not allowing them to access money and not allowing them to have any say in how money is saved or spent.

- It is always beneficial for a husband and wife to discuss and decide financial matters together as it will reduce arguments about money, ensure that they are spending or saving their income for the things that matters to both of them and their family. This is one of the strong foundations of a healthy marriage life.

1. Ask the participants to tell their spouse about the one thing that they shared with the group members today regarding what s/he thought can do to have a more balanced economic power in their relationship. Try to practice it during the week in relevant situations.

2. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program.

**(5 minutes)**



“This weekly discussions have been instrumental in changing my relationship with my wife. I have come to realise that I need to respect my wife and I no longer exert power over her. These days, I involve her in the economic decision making as well.”

Milan Kunwar, Group Member, Kapilvastu



## What Forms can Economic Violence or Abuse Take Between Spouses?<sup>10</sup>

The following are common economically abusive behaviors:

- Preventing a spouse from having or keeping a job
- Interfering with efforts to maintain a job by sabotaging childcare, transportation, or other arrangements
- Harassing spouse at work
- Refusing to work
- Denying spouse access to money or the means of obtaining it, to the point that she/he is entirely dependent on the abuser for food, clothing and shelter
- Not including spouse in family financial decisions
- Not allowing access to the family finances
- Making spouse ask for money
- Taking spouse's money
- Intentionally withholding necessities such as food, clothing, shelter, personal hygiene products, or medication.
- Punishing spouse for spending money or earning money with physical, sexual or emotional abuse
- Demanding an explanation for every purchase
- Controlling access to financial information
- Controlling bank accounts and having everything in one person's name
- Expecting a person to behave in a certain way or degrading them because they make less money or are not the "breadwinner"
- Forcing a person to work "illegally"

<sup>10</sup> Adapted from: Center for Relationship Abuse. (2015). Economic Abuse. Retrieved from <http://stoprelationshipabuse.org/educated/types-of-abuse/economic-abuse/>; National Coalition Against Domestic Violence. (2015). Facts About Domestic Violence and Economic Abuse. Retrieved from [www.ncadv.org](http://www.ncadv.org).

# A Violence-Free Home Makes a Happier, Healthier Family

Week

10

## COUPLES WEEK

### Total Time: 2 Hours

**Materials Needed:** Radio, episode recording, paper, and a pen (to take notes).

**Aim:** The purpose of this week is to address the belief that violence in a marriage is a private matter and that a woman should endure it for the sake of her family. Discussions should highlight how violence committed by a spouse (mostly husbands) is sometimes justified as a part of love, care, and concern. The existing belief that women need to be controlled by men, using violence if necessary, for their own safety, good will, and security will be questioned. The impact of violence on a family and the wider community will be explored to highlight how this is not just a private matter but affects everyone and should not be ignored.

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group about the benefits of balancing economic power (including more trust, more productivity, better management of household finances) and some of the ways that Manarupa and Surya Singh and the other couple (interview) are balancing economic power in their relationship.
2. Ask 2-3 participants to share if they were able to share what they and their spouse discussed regarding balancing economic power in their own relationship. Also ask the group members to share if they encountered any relevant situations during the past week to practice it.

(15 minutes)





**Let's  
Listen**

**(30 minutes)**



### Radio Program Highlights

This week Tara arrives at the hotel in pain, she says nothing to Manarupa but Manarupa notices a bruise on her face and suspects that Padam hit her. After she leaves, Manarupa is upset and asks Surya why as a community we try to ignore violence between a husband and wife and how we should be more active to stop it. Arjun

arrives with a man he met at a training locally who has stopped abusing his wife because of the impact he realized it was having on her, their child and himself. He mentions how his wife and children were frightened of him and did not want to be around him and how his actions meant he almost lost them completely. Now he tells everyone of the benefits of a violence-free relationship.

**Vox Pop:** Whether violence between husband and wife is a private matter and the benefits are of a violence-free marriage.

**Interview:** A gender-based violence expert highlights: When to step in if there is violence in her/his neighborhood/community? Why is it important to do so? What happens if everybody ignores it?

1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 10 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.

Bring everyone back to the main group. Once everyone is sitting down quietly, you can start the discussion, using the questions below to guide you:

- *Why is Manarupa upset after Tara leaves? Why do you think she is worried that Tara is pregnant?*
- *How do you think Tara feels? Why do you think she did not tell Manarupa what happened? What would you do if you were Tara?*
- *Do you agree with Surya that violence in a marriage is a private issue between husband and wife and they should not interfere? What would you do?*
- *What do you think made the man (that Arjun met) stop using violence? Is his relationship better because he stopped? What were the benefits he found for himself? What about the benefits for his wife and children?*
- *Do you agree that Manarupa and Surya's daughter is happy and doing well at school because she comes from a happy home?*

**(20 minutes)**



**(40 minutes)**

1. Begin by telling everyone that today's task is focused on why we need to talk about violence within a marriage. To start, they should spend 5 minutes discussing the following questions in groups (write the questions on a flipchart paper as you say them so everyone can see them):

- *Why it is important for us to talk about violence within a marriage and what stops us from talking about it more?*
  - *What is the role of family prestige in stopping us from talking about it?*
2. Divide the participants into 4 groups and give them 5-10 minutes to discuss the questions.
3. Ask each group to share what they discussed one by one, while you note down the key points covered by each group on a piece of a flipchart paper for everyone to see.

“Violence is infectious, and not acting to prevent it is - to wait for it to affect oneself. It is not a personal issue, it is an issue of human rights, hence we should speak up when we see violence taking place in our home or community. The group meetings have helped me to understand that.”

Kaushila B.K., Group Member, Kapilvastu

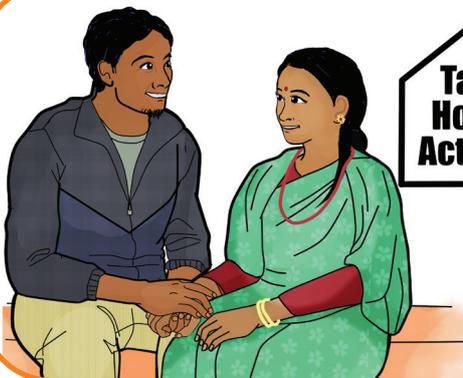
4. Summarize everyone’s points and highlight: *“It is important to discuss violence within a marriage as it is often excused as a private matter or something that will ‘blow over’ ‘logne swasni ko jhagada paral ko ago” (a husband and wife’s quarrel subside in no time). Many in society believe that violence between couples should not be discussed and women themselves rarely speak out. But by ignoring it, we allow it to continue and this denies a woman her right to be treated as an equal, with respect and allows men to keep on committing the violence.”*
5. Give each group a different type of violence to focus on (emotional, physical, sexual, or economic) and ask them to spend 10 minutes developing a short scenario to highlight violence between the husband and wife involving that type of violence. The scene should involve a husband, a wife, and a child. Remind them to try to keep it realistic and to show the situation as it might happen in their community.
6. After 10 minutes, bring the participants back together and ask for the first group to show their role-play. Allow each group a chance to show their role-play, pausing in between for whole group discussion and reflection based on the questions below:
  - *What kind of violence was shown in this role-play?*
  - *How do you think the three characters (the husband, the wife, and the child) feel?*
  - *How might this violence shown affect the three characters physically and emotionally?*
  - *What might be the impact on the community?*
7. Note down all the impacts of violence that are mentioned and discuss with the group, adding any from the Facilitator’s Notes (Page 70) that are not mentioned.
8. Explain that just as violence negatively affects everyone, having violence-free household has positive benefits. End by asking everyone in the group to think of a benefit of a violence-free house (either for the wife, husband, child, family, or wider community). Go around the group one by one and ask everyone to share their benefit (if anyone is struggling, they can think about ways violence-free homes are happier, healthier, and more prosperous).

Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- In our society we are led to believe that violence between husband and wife is a personal issue, but it affects everyone and should not be ignored.
- When there is violence in the family, everyone suffers including men, women and children.
- Violence has a big impact on the physical health and emotional well-being of the wife as well as the husband and their children.
- Communities also suffer when those living in the community are experiencing violence.
- Violence-free families, homes, and communities are happier, healthier, and more prosperous!

## Wrap Up

(10 minutes)



(5 minutes)

1. Ask the participants to spend 30 minutes with their spouse over the coming week to draw a picture of 'a happy home'. Encourage them to discuss all the elements that make a happy home, but highlight that they should just include 5 things in the picture. The challenge is for the couples to decide together

what the 5 most important elements of a happy home are (and to draw them!). One spouse can bring the picture to show the group, whilst the other should try to remember what the 5 things were.<sup>11</sup>

2. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program.

<sup>11</sup> Save the Children. (2013). CHOICES: Empowering boys and girls to transform gender norms: A curriculum for very young adolescents in Bolivia.



## How Violence Impacts and Affects Us All

### A. Impact of violence on women:

**Physical:** Physical injuries, pregnancy, miscarriage, health problems (including sexual reproductive health issues), increased risk of HIV.

**Emotional:** Feeling afraid, isolated, low self esteem, not able to reach full potential, not able to concentrate, depression, suicide, frustration, unhappiness, self-harm, alcohol and drug abuse.

### B. Impact of violence on children:

Increased risk of social, emotional and behavioral problems. Lack of trust, learning that violence is normal, increased likelihood of growing up to be violent or be in a violent relationship), isolation, not able to concentrate, not reaching full potential at school, disruptive behavior, lack of healthy / happy relationship with parents, fear.

### C. Impact of violence on relationships/families:

Weak family bonds, lack of meaningful connection between husband and wife and also with children, lack of trust, unfulfilling relationship for both partners, lack of intimacy, economic development also can be affected, unhappiness.

### D. Impact of violence on men (including those perpetrating violence):

Stress, health issues associated with stress, alcohol / drug abuse, self loathing, depression, unable to have a happy or healthy relationship with family (wife and children), isolation (as they are feared by wife and children), unable to make close connections or enjoy intimacy, unable to use power positively, no enjoyment of the positive aspects of healthy / happy relationships.

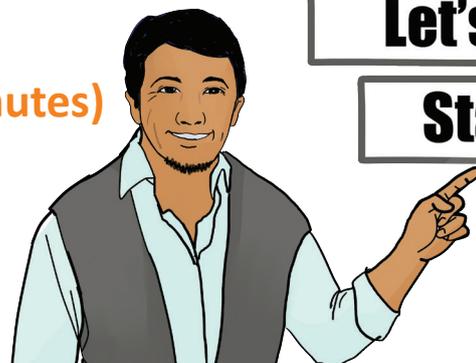
## Total Time: 2 Hours

**Materials Needed:** Radio, episode recording, flipchart paper, thick pens, tape, and scissors (to cut the 'Common Beliefs' Exercise Sheet (page 77) in advance of the session).

**Aim:** The aim of this week is to discuss our values and attitudes related to sex and gender and reflect on how and why we think of men and women differently when it comes to sexual relationships. By understanding more about how men and women are expected to behave differently when it comes to sex, the group will begin to question the double standards that exist in our society and how this affects our relationships.

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group about how violence between a husband and a wife affects everyone, including the man, woman, children, and wider community. Return to the belief that violence is a personal matter between a husband and a wife and how last week we discussed that it should not be ignored or accepted by others. Overall remind the group that violence-free marriages result in healthier, happier families!
2. Ask 2-3 people in the group to share their 'happy home' pictures. Use the questions below to guide you:
  - *How did you find the exercise?*
  - *Did you and your spouse agree on what makes a happy home?*

(25 minutes)



- *How did you decide which 5 things to put in your happy home?*
- *Did anyone else in the group put anything in their 'home' picture that has not been discussed yet?*

3. Explain that this week, the session will be a little different and we will start 'task time' before the radio program.
4. Divide the participants into two groups. Give each group a set of cards / pieces of paper with some common 'belief statements' related to sexual relations written on them. At the same time, stick two pieces of flipchart on the wall, one with 'women' written on the top and the other with 'men' written on the top.
5. Ask the groups to discuss and decide which of the statements in front of them are beliefs about men and which are about women.
6. When they have decided they can come and tape them up on the 'men' or 'women' flipchart sheet. Give the group 10 minutes for this exercise.
7. When they have finished thank the groups, and explain that when the program is playing, they should listen out for mentions of the common beliefs that are stuck on the wall. They should also listen out for any other beliefs that are not covered already. Explain they will have a chance to move any of the beliefs and add additional ones after the program has played.



**Let's Listen**

**(30 minutes)**



### **Radio Program Highlights**

This week Manarupa's friend comes to see her at the hotel. She is upset as her husband does not pay any attention to her anymore and it has impacted their relationship, including their sex life. The friend is reluctant to initiate sex as she does not want to be seen as a 'bad woman' by her husband. They talk about how society can make women feel guilty for wanting or enjoying sex

but that desire is natural and that a happy marriage is also about both men and women enjoying sexual relations with each other - joking that if both partners are happy sexually then the little issues in life (like not enough salt!) are not so important.

Later that evening, Manarupa (a little shyly at first) tells her husband

about the conversation, he has also been thinking about the same thing recently, since he had a similar conversation with his friends. He says that he was surprised that he himself never thought of asking Manarupa if she is satisfied with their sexual life. It does not come naturally to them as they have always been taught that sex is something to be never discussed. He adds that, for this reason men, also find it difficult to start conversations about sex with their wives and that he sometimes feels pressure from peers to be more sexually active and have multiple partners – which he does not want. They talk about how they should talk more openly together about sex and make it more enjoyable for both of them.

**Vox Pop:** Whether it is ok for women to initiate and enjoy sex.

**Interview:** A gender expert discusses what sexuality is and beliefs and myths around sexuality and gender, including how it impacts a marriage.

1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 11 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.

Bring everyone back to the main group. Once everyone is sitting down quietly, then you can start the main facilitated discussion, using the questions below to guide you:

- *Why do you think Manarupa's friend did not want to initiate sex with her husband? Do you think he has the same concerns about initiating sex with her?*
- *Did you agree with Manarupa's comments that desire is natural for men and women and that husbands and wives should both enjoy sex equally?*

**(20 minutes)**



- *Why do you think that in our society women are seen as immoral or bad women if they admit to thinking about, talking about, or initiating sex with their husbands?*
- *What do you think are the benefits for husbands and wives if they talk more openly about sex like Surya and Manarupa did?*
- *What did you learn from the expert interview about gender and sexuality?*



**(30 minutes)**

1. Return everyone's attention to the flipchart paper on the wall that they filled in before the radio program started and briefly summarize what is displayed.
2. Ask "Is everyone happy with what is written up?" If required, add any beliefs that participants agree are missing or move any if everyone agrees that it is in the wrong place.
3. Discuss what is written on the flipchart, using the questions below as a guide:
  - *What does the group notice about the lists on the wall, are men and women expected to act differently when it comes to sex? (Possible response: Yes, women are expected to be pure and not show sexual desires, whereas men are expected/assumed to be dominant and have strong sexual urges.)*
  - *What would others in the community think if a woman behaved in the way described on the 'male' flipchart? What if a man followed what was written on the 'female' flipchart? (Possible response: A woman would be seen as a 'bad' woman, whereas the man might be laughed at and teased by his friends for not being a 'real man'.)*
  - *Do you think it is ok that men and women are treated differently when it comes to sex / sexuality just because of their gender? Why or why not? (Possible response: No, men and women should be treated the same. There is no biological reason why men should enjoy sex or want / need sex more than women and sexual satisfaction for both partners is an important aspect of a healthy relationship.)*
  - *What effect do these sexual expectations have on men and women and our relationships? (Possible response: It creates a power imbalance in our sexual relationships with our spouse.*

It can take away a women’s enjoyment of sex and make men feel pressured to have sex, or pressured to know everything about sex. If women don’t enjoy sex, don’t think or talk about sex, and don’t initiate sex with their husbands, the sexual relationship between the husband and wife will suffer, which negatively impacts their overall relationship. If a man feels sex is his right, he may force his wife to have sex – which is against the law.)

Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- Just like our understanding of what makes a man and what makes a woman is based on beliefs, attitudes and norms in our society. Our understanding of the rules for men and women around sex/sexuality are also based on beliefs, attitudes, and rules/norms in our society.
- These rules were created by society and they create an imbalanced power in our relationships.
- Society judges male and female sexual behaviors differently and based on double standards. These are unfair and put unnecessary pressure on both husbands and wives.
- A healthy sexual relationship is when both partners have equal power and equal enjoyment of sex. Talking about sex with your partner is an important aspect of a healthy marriage.

## Wrap Up

(10 minutes)





1. Ask the group to try and start a conversation with their spouse about sex this week. This can be quite difficult to do, so choose a quiet time when you are alone.

2. They can start by discussing the radio program and how Manarupa and Surya

approached the topic of sex in their relationship.

3. Make a commitment to each other similar to Manarupa and Surya and agree to only have sex when you both desire it and work to make it enjoyable for both.

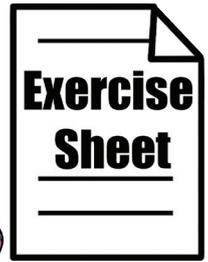
4. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program as well as what they have learned.

“Change program has challenged the belief that men want to have sex more than women. Many group members tell me, now even they(wives) have started initiating sex with their husbands. This behavior would have been embarrassing for them before but now they have realized that both men and women have similar needs and emotions.”

Nim Kumari Mahato, Group Facilitator, Nawalparasi

## Common Beliefs<sup>12</sup>

Cut out each box and mix the papers together. Divide these common beliefs between two groups and ask them to discuss whether they are associated most with men or women (the left hand column is usually associated with men, and the right with women).



Wants to and needs to have sex often	Does not really desire sex
Initiates sexual relations with their partners	Does not initiate sexual relations with their partner
Should have lots of sexual experience	Should be pure and a virgin when married
Can have extra marital affairs/ multiple sexual partners	Must be faithful to their spouse and has had no other sexual partners
Has sex for their own pleasure	Has sex only to make babies
Can boast about the number of sexual partners they have had	Should be shy and modest
Can go out alone at night	Must stay indoors (particularly at night) to be protected from sexual abuse

<sup>12</sup> Adapted from: Fernandes, A., Sharma, D., Kukade, P., Jeena, R., Khanna, R., Singh, S., & Vaze, V. (2005, April). Working with Men on Gender, Sexuality, Violence and Health. Trainers' Manual. SAHAJ, SAHAYOG, and TATHAPI.

Can dress like they want	Must dress in a modest way, and cover up in front of the other sex
Their body shows their strength and can be shown off	Their body is fragile and must be protected out of modesty
Knows everything about sex	Knows nothing about sex
Always enjoys sex	Is seen as 'bad' or immoral for enjoying sex too much
Able to have sex with their spouse whenever they want	Should let their spouse have sex with them even when they don't want to
Sex is a natural right – they should have it whenever they want it	Sex is a duty that they must fulfill

## What do we mean by 'Sexuality'?

Sexuality is more than sexual behavior. Sexuality includes sexual behavior, social / gender roles and identity, relationships, and the personal social and cultural meanings that each of these might have.

Sexuality is not just about our sexual organs (the penis and the vagina) it is shaped by many things including values and beliefs, attitudes, experiences, societal expectations, religion, and much more.

So although a woman may be born in a body, which as per the expectations and beliefs of society, should act shy and reserved when it comes to sex, her sexuality is how she feels about her body and her desires and how she acts on it.



**Total Time: 2 Hours**

**Materials Needed:** Radio and episode recording.

**Aim:** The aim of this week is to discuss and question the existing belief that it is the man's right to have sex with his wife whenever he wants. The participants will come to understand consent and the knowledge that sex without consent is rape, even among married couples.



**(25 minutes)**

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group about the discussions on sex and sexuality, and how society's rules and expectations about how men and women should behave when it comes to sex, are created by society. While men are expected to think about, talk about, and enjoy sex, women are not. This creates an imbalance in our relationships with our spouses and means we are never able to truly enjoy a happy, balanced sexual relationship.
2. As the 'take-home' exercise involved couples talking about sex, do not ask anyone to share directly what they discussed, but instead to share some thoughts and reflections on how they found the exercise. Use the questions below to guide you:
  - *How did it feel to talk about sex with your spouse in this way?*
  - *What did you find most interesting about last week's session?*
  - *What positive benefits can we get in our marriage if we balance power in our sexual relationship with our spouse?*

## Radio Program Highlights

In this week's drama Manarupa goes to her maternal home to celebrate an upcoming marriage of one of her younger cousins. The cousin who is to get married is very nervous about sex and hopes her husband will not force her to do anything she does not want to do. An older cousin talks about how her husband expected

her to have sex with him whenever he wanted and she never felt that she could refuse. She shares how miserable it made her. Manarupa shares how her sex life is different and how Surya Singh is very caring and they have sex when they are both interested. She also shares how they recently started to talk about it and how it makes both of them more comfortable with each other and urges the new wife to find a way to talk to her husband about sex from the start.

Back at home Manarupa shares her thoughts with Surya and he agrees that men do not have the right to demand sex whenever they want and asking consent for sex is actually one of the most important ways you can show respect and understanding to your spouse. They discuss how having sex when both partners want to leads to a healthy and happy sexual relationship.

**Vox Pop:** Couples discussing whether or not a husband has a right to have sex with his wife whenever he wants.

**Interview:** A sex / relationship expert discusses consent and why it is vital in a sexual relationship.

(20 minutes)



1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 12 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.



Bring everyone back to the main group. Once everyone is sitting down quietly, then you can start the discussion, using the questions below to guide you:

- *What did you think about Manarupa's discussion with her cousins? What was the impact of the older cousin's husband forcing her to have sex, even when she did not want to?*
- *Why do you think Manarupa urged her young cousin to talk about sex with her new husband? Why is it important for married couples to have these discussions? How do you think it might improve their sexual relations and their relationship overall?*
- *Before listening to this program did you know that a woman in Nepal has the right to say no to sex and it is illegal for her husband to force her?*
- *Why do you think it is important that such a law exists?*
- *What do you think people in your community think about a man's right to have sex whenever he wants? What about a woman's right to refuse her husband?*



**(40 minutes)**

1. Explain today's task will help the group understand more about sexual consent. Tell group members that to start, you are going to read out 5 scenarios between a husband and a wife. Read out the first scenario from the Exercise Sheet (page 87) as an example. Explain that after you have read a scenario, you want the group to discuss, in

pairs or groups of 3, whether the wife in the scenario wanted to have sex and whether the husband should have continued.

2. Divide the group into pairs (or groups of 3) and make sure everyone understands the purpose of the task.
3. Begin by reading the first scenario from the 'Consent' Exercise Sheet (page 87) again. After you have read the first one give everyone 2-3 minutes to discuss in their pairs if the wife wanted to have sex and if it was ok that the husband continued.

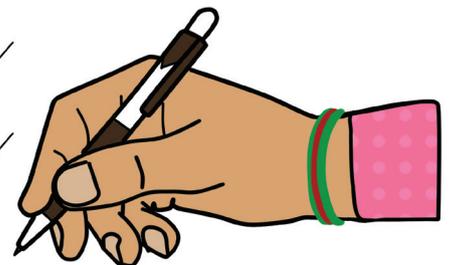
4. Move on to read each of the other scenarios, giving 2-3 minutes after each one for the groups to discuss amongst themselves.
5. Once you have read all of the scenarios, ask the groups to share what their answers were for each of the scenarios and why.
6. Summarize by saying that the wife did not want to have sex in any of the scenarios except the last one and therefore it was NOT ok for the husband to continue.
7. Remind the group: *“A husband should only have sex with his wife if both parties are happy and want to. This does not always have to involve the women saying no, but could include her body language, etc. If a woman is asleep, or under the influence of alcohol or drugs, she cannot give her consent and therefore sex should not be attempted by the husband.”*
8. End by asking the group: *“What are some of the benefits of having sexual relationships that are based on mutual consent?”* (Possible responses: more closeness and intimacy, better sexual relations, husband and wife are more likely to want sex more often, more enjoyment for both, no psychological or physical damage for the wife, a healthier and happier relationship all round.)

Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- Healthy sexual relations between couples is the basis of a healthy married life.
- Mutual consent is very important when it comes to a sexual relationship. Even if the person is your spouse, it is important to know that s/he is enjoying it as much as you are.
- A wife can say no if she does not want to have sex and a husband should always respect that.
- Sex without consent is ‘marital rape’ which is punishable by law.

## Wrap Up

(10 minutes)





(5 minutes)

1. Ask participants to take 10 minutes during the week to come up with a list of (between 5 and 10) characteristics of an ideal and equal sexual relationship (for example: caring, mutual).

2. Once both of them (they and their spouse) have their

separate lists, have their separate lists, they should take some time with their spouse to compare and discuss their lists.

3. Ideally, they should agree on a mutual list that includes both of their characteristics and make a commitment to try and ensure these characteristics in their own relationship.

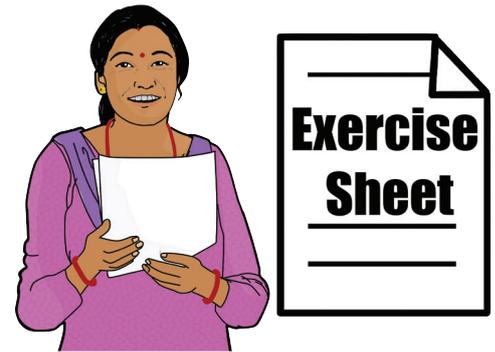
4. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program. Remind them that next week is family week so they need to bring one member of their family to the meeting.

“I did not know that if a husband forces his wife to have sex, then its called marital rape and that it is illegal. I learned this from listening to the Samjhadari radio program.”

Sangita Theeng, Listener, Chitwan

## Consent

Read each scenario below and the two questions below each one. Give a few minutes for the groups to discuss the questions amongst themselves. Discuss in plenary at the end.



### Scenario 1 (5 minutes)

There is a husband and wife. They have been married for 5 years. One night, the husband is in the bed and waiting for his wife. His wife comes a little later as she was finishing up her kitchen duties, putting children to bed and tidying up the house. The husband yells at her for keeping him waiting. She looks scared and gets into bed, he climbs on top of her straight away and has sex with her.

- *Do you think the wife wanted to have sex in this scenario?*
- *Do you think it is okay that he continued? Why or why not?*

### Scenario 2 (5 minutes)

There is a husband and wife. They have been married for 5 years. One night, the husband is in the bed and waiting for his wife. His wife comes a little later as she was finishing up her kitchen duties, putting children to bed, and tidying up the house. She talks about how tired she is. When she gets into bed, the husband comes closer to her for sex. She says she is tired and does not want to have sex. Her husband says that he is the man and has the right to have sex with his wife whenever he pleases. She asks him to please let her sleep tonight. He tells her she is his wife and it is her duty to have sex with him. He starts having sex with her anyway.

- *Do you think the wife wanted to have sex in this scenario?*
- *Do you think it is okay that he continued? Why or why not?*

### Scenario 3 (5 minutes)

There is a husband and wife. They have been married for 5 years. One night, the wife is in bed sleeping. She has been up since early morning doing her kitchen duties, looking after the children, and tidying up the house. She talked about how tired she was before going to bed. When the husband gets into bed, he comes closer to her and caresses her. She gently pushes his hands off her and turns away from him. Her husband makes her turn back towards him, she tries to wriggle free but he holds her arms down while he starts having sex with her, she is in pain but keeps quiet.

- *Do you think the wife wanted to have sex in this scenario?*
- *Do you think it is okay that he continued? Why or why not?*

#### **Scenario 4 (5 minutes)**

There is a husband and wife. They have been married for 5 years. One night, the husband is in the bed and waiting for her wife. His wife comes a little later as she was finishing up her kitchen duties, putting children to bed, and tidying up the house. She talks about how tired she is. When she gets into bed, the husband comes closer to her and caresses her. She tries to turn away and refuse but each time her husband is persistent. After several attempts to refuse, she realizes she cannot stop him, she is scared he will get angry so she just lies there – she does not react or say anything while her husband has sex with her.

- *Do you think the wife wanted to have sex in this scenario?*
- *Do you think it is okay that he continued? Why or why not?*

#### **Scenario 5 (5 minutes)**

There is a husband and wife. They have been married for 5 years. One night, husband is in the bed and waiting for his wife. His wife comes a little later as she was finishing up her kitchen duties, putting children to bed and tidying up the house. She talks about how tired she is. When she gets into bed, the husband comes closer to her and she moves towards him, he caresses her and she kisses him back and hugs him. He asks her if she wants to have sex and she nods. They kiss and caress each other and after a while start to have sex.

- *Do you think wife consented to sex in this scenario?*
- *Do you think it is okay that he continued? Why or why not?*

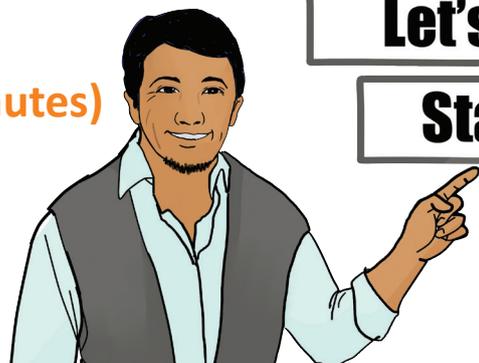
## Total Time: 2 Hours

**Materials Needed:** Radio, episode recording, scissors, and sticky tape. Before the session, photocopy and cut out (or write out on separate pieces of paper) both the 20 name tags and the 20 statements included on the 'Circle of Influence' Exercise Sheet (page 93). Be sure to keep the name tags with the correct statements and bring them to the session.

**Aim:** The aim of this week is for the group to share what they have learned and discovered so far with their family members. This week is also a chance to highlight the role that family members can play in breaking down harmful social norms and supporting a couple to have a violence-free marriage.

1. Welcome the group and the family members who have joined and ask everyone to introduce themselves briefly.
2. Ask if anyone wants to talk briefly about what they have most enjoyed or learned from the last 11 weeks. Give 2-3 people a chance to talk. Ask the family members, if they have noticed any changes in the relationships between the couples they know who are in the group. Give 2-3 people a chance to talk and share anything they have noticed.
3. Explain to everyone that the main purpose of this week is for family members to understand better about what happens at these weekly meetings and to understand their role in promoting and supporting violence-free homes and communities. Briefly explain what will be happening in the session over the next two hours, including that they will be listening to an episode of the radio program and then doing some fun exercises together.

(10 minutes)





## Let's Listen

(20 minutes)



### Radio Program Highlights

This is a special family week program and will not follow the usual episode format. Manarupa, Surya Singh, and mother-in-law will discuss about various issues raised through episodes 1-12 of Samajhdari radio program – particularly the ones relevant to the family members (and not the sensitive issues on sexuality,

sex and consent, etc.). The mother-in-law is still not supportive and understanding regarding some of the issues in the beginning but after good conversation, she becomes more flexible and demonstrates her willingness to continue such discussion as a sign of positive behavior change.

During the second half of the program, the radio presenters call 6 selected listeners, including a couple, their mother, and father-in-law – and discuss some of the beliefs and norms that impact a married life.

At the end, audience feedback to the program (interview/and IVR audio) is included.

1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 13 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.

Bring everyone back to the main group. Once everyone is sitting down quietly, then you can start the discussion, using the questions below to guide you:

- Which of the characters do you admire the most from the last 13 episodes? Why?
- In the episode you just heard, what did you learn about how power imbalances can lead to violence?
- What did you learn about the role of family members in supporting couples to have mutual understanding and equal power in their relationships?
- What role can family members play if there is violence amongst a couple in the household?
- What do you think are the benefits for a couple if they have supportive family members? How will the household as a whole benefit?
- Do you think you have good mutual understanding between everyone in your homes? What more could you all do to all support and encourage each other?

**(15 minutes)**



**(60 minutes)**

1. Introduce the activity<sup>13</sup> by explaining that: “Each one of us is part of a wider social group and we are all connected, including our family, our friends, our community, and our leaders. If we want to make a change in our lives, we need to start at home, but we also need the support of everyone around us. If only one person in a community changes, it is very difficult to maintain that change. But if a whole

community changes, then we can all support each other and make the change a reality in all our lives. One of the changes that this project wants to see is an end to violence between husbands and wives. One of the challenges facing couples who are experiencing violence is the silence or acceptance of violence that tells men it is ok to beat their wives and tells women they should endure it. In this session, we are

<sup>13</sup> Adapted from: Raising Voices. (2016). SASA! Faith: A guide for faith communities to prevent violence against women and HIV.

“This continuous process of being an example themselves will definitely make a certain amount of impact in my family and community.”

Sunita Tharu,  
Nawalparasi

*going to explore how violence between a husband and a wife is a community issue, not a private one.”*

2. Give each person in the room one of the name tag and the corresponding statements you cut out earlier. Give them a piece of tape and ask them to stick the nametag to their chest so that everyone can see it.
3. Ask them to read their statement to themselves, but not to show it to anyone else. If anyone in the group cannot read, they can pair up with someone who can.
4. Ask the participants who have chosen the characters of “Kavita” and “Binaya” to stand in the middle of the room.
5. Announce to participants: *“This woman and man are Kavita and Binaya, they are married”*. Ask Kavita and Binaya to introduce themselves by reading aloud the first sentence only (it is very important they only read the first sentence) on their statement piece of paper.
6. Once Kavita and Binaya have introduced themselves. Ask the participants who have numbers 3 through 7 (so 3, 4, 5, 6, 7) on their name tag to make a circle around Kavita and Binaya. Once they have made the circle, each person in the circle should read out the first sentence on their statement piece of paper (again it is important they only read the first sentence).
7. Next ask those who have the number 8 through 15 (so, 8, 9, 10, 11, 12, 13, 14, 15) to come and make another, larger circle around the couple and 3 through 7 group, Now, the couple should be in the middle, with two circles around them. Once they have formed a circle, ask number 8 through 15 to read out the first sentence on their statement piece of paper.
8. Lastly, everyone who is left should make another circle around them, so now there should be 3 circles of people around the couple. Ask the final individuals to read out their first sentence.
9. Once everyone has had the chance to read their first statement, ask the group the following questions (they should all remain in their circles during the questions):
  - *Which circle do you think has the most influence on Kavita and Binaya? Why?* (Suggested response: The inner circle, those are the people who they see and talk to every day – they have direct influence on them)
  - *Do any of the circles NOT have influence on Kavita and Binaya? Why or why not?* (Suggested response: No, all circles

have some influence on Kavita and Binaya, although some more directly than others)

- *What influence will the statements have on the relationship between Kavita and Binaya? Does it increase or decrease the likelihood that there might be violence in their relationship? How?*
- *From listening to everyone's statements, would you say that violence in a marriage is a private problem or a community issue? Why?*

10. Now go around the circles again, starting from the outside circle this time, and ask everyone to read the second statement on their piece of paper. Kavita and Binaya should be the last to read their statements.

11. When everyone has had a chance to read out their statement, ask the group the following questions:

- *What was different this time?*
- *What happened when more people supported violence-free relationships?*
- *What does this exercise tell us about the role of family, community and the wider society in preventing violence between married couples? (Suggested response: we need to work with people at all different levels of society to break the silence around violence between married couples)*

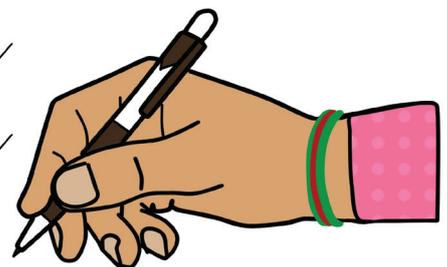
Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- Many different people and things influence the way we think and act as individuals. People are usually influenced most by those closest to them, but we are also influenced by people in our community who are not so close to us.
- We are also influenced by things such as the media, our religion, and the laws that govern us.

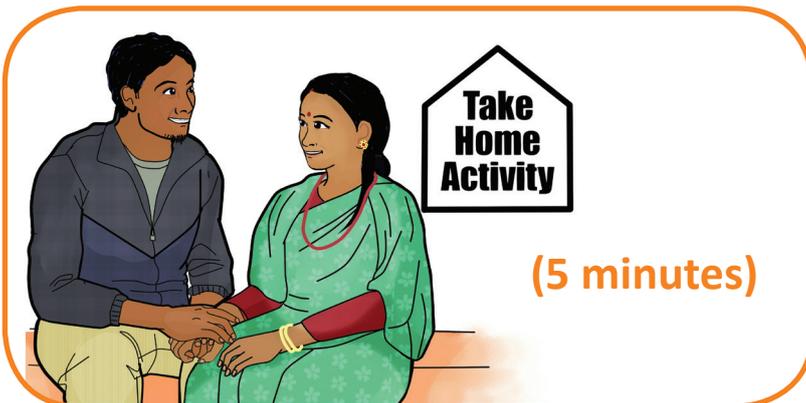
**(10 minutes)**

## Wrap Up

- 
- 
- 



- Violence between husband and wife is a community issue, not a private problem, and we must be willing to talk about it and support others who are experiencing violence.
- If we all change together, we can create a supportive environment for preventing violence among married couples and create positive new behaviors and beliefs. We are all part of the problem but we can all be part of the solution!

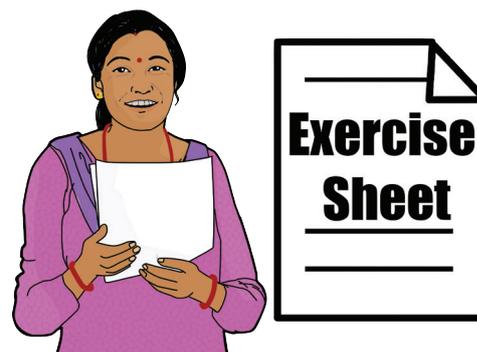


1. Ask participants to take 20 minutes during the week with their other family members to talk about what was discussed in today's session and to come up with 3-5 'family commitments' to ensure a happy and healthy household for everyone.

2. Explain that the group member can share their commitments on behalf of the other family members at next week's meeting. Everyone together can see what changes come at the next family session.
3. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind the family members to keep listening to the radio program and ensure they know the broadcast time and station. Encourage everyone to tell their friends and family to listen to the radio program.

## Name Tags and Sentences for Circle of Influence Game<sup>14</sup>

---



### 1. Kavita

**Sentence 1:** My name is Kavita, I am married to Binaya. We have been married for 9 years. Everything used to be fine between us, but recently he shouts at me a lot and sometimes hits me. I am scared of him now and so are my children.

**Sentence 2:** My name is Kavita. My husband Binaya respects me now. We talk about our problems and solve them together – he does not raise his voice or his hand to me. Our children are happy when he is home. We do not fear him anymore.

---

### 2. Binaya

**Sentence 1:** My name is Binaya. I have been married to Kavita for 9 years. More and more I find my wife and children annoy me, I am very stressed and I have no choice but to shout at her and beat her when she disobeys me. I saw my father doing the same to my mother – so I guess this is what happens in marriage – this is how we must control our wives.

**Sentence 2:** My name is Binaya and I am married to Kavita. I no longer want a marriage that is based on fear and control. I have made a commitment to Kavita, my children and myself that I will not solve problems or frustrations through shouting and hitting. Our house is a happier place, I no longer feel I need to control my wife and I feel a lot less stressed. Even our children are doing better.

---

<sup>14</sup> Adapted from: Raising Voices. (2016). SASA! Faith: A guide for faith communities to prevent violence against women and HIV.

### 3. Parents

**Sentence 1:** I am your parent Binaya / Kavita. We were raised to know that men should discipline their wives, using violence if needed. This is the only way to control a household and it is how things should be.

**Sentence 2:** I am your parent. I do not think violence is acceptable in our family, I do not want to repeat the mistakes of the past.

---

### 4. Kavita's in-laws:

**Sentence 1:** I am your in-law Kavita. You are now part of our family and must fulfill your duties as a wife and daughter. You need to stay quiet and not complain. You must not bring shame upon our family.

**Sentence 2:** I am your in-law Kavita. You are now part of our family and we will love you as our own. In this family you have the same rights as everyone else and that includes the right not to live in fear and violence.

---

### 5. Binaya's Friend:

**Sentence 1:** I am your friend Binaya. We go out drinking together. I see how you drink and go home angry. But it is normal for men, we need a way to release our stresses.

**Sentence 2:** I am your friend Binaya. I enjoy going out drinking with you but I advise you stop before you get too drunk. I do not want you to go home drunk and angry.

---

### 6. Kavita's Friend:

**Sentence 1:** I am your friend Kavita. You and I talk about everything together. My marriage is like yours, my husband also shouts at me and beats me, but we have to endure it, men are the head of the house and they should be obeyed.

**Sentence 2:** I am your friend Kavita. I want us both to have better marriages, one person as the head of the household is not necessary. Violence is not a way a husband shows he cares. Couples can and should make decisions together and support each other.

---

## 7. Neighbor

**Sentence 1:** I am your neighbor. I hear your fights but say nothing. It is none of my business.

**Sentence 2:** I am your neighbor. I hear your fights, when I see you at the market Kavita, I let you know that I know about the violence and invite you to come me if you need to.

---

## 8. Religious Leader / Priest / Imam

**Sentence 1:** I am a priest / Imam. I see what is happening in my community but I keep silent. It is not my duty or place to get involved.

**Sentence 2:** I am a priest / Imam. I joined the religious leaders training organized by Equal Access and now talk about non-violence and respect at community and family gatherings. I let everyone know that our religion does not accept violence.

---

## 9. Community Health Worker

**Sentence 1:** I am a community health worker. I take care of injuries but I don't ask anything. It is not my business.

**Sentence 2:** I am a community health worker. I attended a community meeting to learn more about violence against women and health. I now ask a woman if she is experiencing violence and let her know where she can get help.

---

## 10. Police Officer

**Sentence 1:** I am a police officer. Men can't avoid using violence at home sometimes, I am a man – I know. It is a domestic issue anyway.

**Sentence 2:** I am a police officer. I take all cases of violence in the home seriously and make sure the woman is safe. The victim is my priority.

---

### 11. Young Person

**Sentence 1:** I am a young person. I see violence in my community but I keep quiet. What can I do?

**Sentence 2:** I am a young person. I see violence in my community and I want it to change, I want my marriage to be violence-free when I am older. I help the teacher in school organize an event for students about equality between boys and girls.

---

### 12. NGO Worker

**Sentence 1:** I work for an NGO. I want to make sure I get money just for my projects so I do not work with other organizations on the issue of violence against women.

**Sentence 2:** I work for an NGO. We want our communities to become violence-free as it will benefit all. I work with other NGOs to talk to community members about balancing power in their relationships and helping people see the benefits of non-violence. If a woman is experiencing violence and needs help, we work together to make sure she gets help.

---

### 13. Local Leader

**Sentence 1:** I am a local leader. Everyone respects me, I do not talk about violence, as it is a private matter. I make sure everyone follows the laws in the community.

**Sentence 2:** I am a local leader. I joined Equal Access' training for local and religious leaders and know that violence between couples affects the whole community. I work with the religious leaders in my community to spread the message that as a community we do not accept or tolerate violence.

---

#### 14. Teacher

**Sentence 1:** I am a teacher. I focus more on the boys in my class, as they need education more than girls. If a male student harasses a girl (eve teasing) I do not say anything – it is just fun and does no harm – ‘boys will be boys’.

**Sentence 2:** I am a teacher. I value and encourage all my students to do their best. I tell boys and girls in my school that harassment is not ok and deal with students who are caught harassing others.

---

#### 15. Local business owner

**Sentence 1:** I am a local business owner. I think a woman is not equal to a man and a woman should obey her husband.

**Sentence 2:** I am a local business owner. I employ both men and women and treat them equally. I speak openly at local business meetings and to my employees about how men and women should work together and how violence affects work productivity.

---

#### 16. Judge

**Sentence 1:** I am a judge in a district court. Sometimes women file cases for violence that is not that extreme. I dismiss those cases. When a woman comes to court to report violence, I think she is bringing shame upon her family and should have kept quiet.

**Sentence 2:** I am a judge in a district court. I take all cases seriously. Violence, no matter if between partners or strangers is a crime. The welfare of the victim is my priority and I make sure that she feels safe.

---

#### 17. Station Manager

**Sentence 1:** I am a FM Station Manager. I don't air many programs about violence on my station, as I do not think they will be popular with men. It is a women's issue.

**Sentence 2:** I am a FM Station Manager. I ask my producers to organize a talk show with community members and leaders to talk about the negative consequences of violence against women – as I know it affects everyone.

---

### 18. Minister of Health

**Sentence 1:** I am the Minister of Health for Nepal. I decide which services are available at health centers. I am not interested in violence as it is a women's rights issue, not a health one.

**Sentence 2:** I am the Minister of Health for Nepal. I make sure our health workers are trained to ask about violence and know how to refer a woman if she is in danger. I understand that violence is a health issue.

---

### 19. Newspaper Editor

**Sentence 1:** I am a newspaper editor for a national newspaper. When my paper reports on violence against women, we don't always get all the facts and don't raise awareness of the issue of violence between married couples.

**Sentence 2:** I am a newspaper editor for a national newspaper. I use research and facts to report on violence, including violence between married couples. Our paper has a policy to protect the rights and dignity of all the people in the stories and we try to promote violence-free relationships in our reporting.

---

### 20. Member of House of Representatives / Parliament

**Sentence 1:** I am a parliamentarian. I do not see the need for laws in my country about violence between married couples – that is a private matter.

**Sentence 2:** I am a parliamentarian. Myself and other parliamentarians have worked together to have a law in this country that says no person has the right to use violence against another person – no matter what their relationship. I will work with other parliamentarians, judges, and police to make sure that this law is upheld.

# Appendices

## Appendix A: Introductory Week Feedback Form

(To be filled by the group facilitator after week 0 group meeting only)

- 
1. In your opinion, would you say the group's response to the 'Change Starts at Home' project and the thematic focus was:
    - a. Mainly positive
    - b. Mainly negative
    - c. A mix of positive and negative
- 
2. When you explained a typical weekly session to the group members, their reaction was:
    - a. Mainly positive
    - b. Mainly negative
    - c. A mix of positive and negative
- 
3. Did anyone raise any concern about the weekly sessions? If yes, how many people raised concern?
- 
4. When you completed the session about safe spaces and sharing, the reaction of the group members was:
    - a. Mainly positive
    - b. Mainly negative
    - c. A mix of positive and negative
- 
5. Did anyone raise any concern about the sharing/confidentiality? If yes, how many people raised concerns?
- 
6. At the end of this week's session, do you think the group members were:
    - a. Mainly positive about their involvement in the project
    - b. Mainly negative about their involvement in the project
    - c. A mix of positive and negative about their involvement in the project
- 
7. How many people showed commitment to attend the weekly session on a regular basis?
- 
8. Were there any concerns regarding their ability to attend the sessions on a regular basis?
    - a. Yes
    - b. No
- 
9. If yes, how many members raised concerns?
-

## Appendix B: Weekly Feedback Form

(To be filled by the group facilitator after weekly group meetings)

---

1. How many participants are present for the session today?

---

2. Curriculum Week Phase:

---

3. Curriculum Week:

---

4. As this is a family session week, did all the group members bring their family members with them? (For Week 13 only)

a. Yes

b. No

---

5. Write down below who the group members brought with them, next to the name of each group members. (For Week 13 only)

a. Group member 1: \_\_\_\_\_

b. Group member 2: \_\_\_\_\_

c. Group member 3: \_\_\_\_\_

d. Group member 4: \_\_\_\_\_

e. Group member 5: \_\_\_\_\_

f. Group member 6: \_\_\_\_\_

g. Group member 7: \_\_\_\_\_

h. Group member 8: \_\_\_\_\_

i. Group member 9: \_\_\_\_\_

j. Group member 10: \_\_\_\_\_

---

6. How entertaining did everyone find today's program (Count show of hands for each options)

a. Very entertaining: \_\_\_\_\_

b. Quite entertaining: \_\_\_\_\_

c. Not entertaining: \_\_\_\_\_

---

7. How relevant did everyone find the 'real voices' included in today's program (Count show of hands for each options)

a. Very relevant: \_\_\_\_\_

b. Quite relevant: \_\_\_\_\_

c. Not relevant: \_\_\_\_\_

---

---

8. How many member in the group had difficulties with the language/words used in today's program?

---

9. In your opinion, how lively was the discussion following the radio program today? (Facilitator's view based on observing the session)

- a. Very
- b. Moderately
- c. Not at all

---

10. Was there anything heard in the program or discussed in the session that any group members strongly disagreed with or did not like?

- a. Yes
- b. No

---

11. If yes, how many members strongly disagreed with something?

---

12. How relevant were the issues included in today's program and/or discussion to your community? (Count show of hands for each options)

- a. Relevant: \_\_\_\_\_
- b. Not Relevant: \_\_\_\_\_

---

13. How many people learned new information from the program/discussion today? (Count show of hands)

---

14. How many people are noticing any positive changes in their own behavior? (Count show of hands) (For Week 12 only)

---

15. How many people are noticing any positive changes in their spouse's behavior? (Count show of hands) (For Week 12 only)

---

16. How many people are noticing any positive changes in their relationships? (Count show of hands) (For Week 12 only)

---

17. How many people talked about the issues discussed in the sessions/heard in the radio program with their friends & family this week? (Except For Week 1)

---

18. How many people did their 'Take-Home Activity' from the last week? (Except For Week 1, 2 and 13)

---

---

19. How many people thought the 'Task Time' exercise was helpful? (Count show of hands) (Except For Week 1)

---

20. Did anyone share any positive stories related to their involvement in the group so far? (Except For Week 1)

- a. Yes
- b. No

---

21. Did anyone disclose/share a personal story of violence?

- a. Yes
  - b. No
- 

**Note:** If anyone had shared the story of violence, then please call Kaustuv Pokhrel (for male facilitator) and Nabodita Subedi (for female facilitator).



[www.change-starts-at-home.com](http://www.change-starts-at-home.com)



# BIG Change Curriculum

A Discussion Guide for  
Prevention of Intimate Partner Violence



---

For the Listening and Discussion Group Facilitators



**Phase II: Impart Life Skills**

The Skill Building Phase



# The BIG Change Discussion Guide

This discussion guide, Phase II: Impart Life Skills is a part of a BIG Change Curriculum to be used in facilitating a Listening and Discussion Group. It is designed to be used alongside Phase I: Begin to Question; and Phase III: Go!

Document	Readers	Goal
Phase I: <b>Begin to Question</b>	Listening and Discussion groups Facilitator	Build knowledge on and question existing beliefs, norms and values.
Phase II: <b>Impart Life Skills</b>	Listening and Discussion groups Facilitator	Build an intention and ability to change amongst participants through imparting life skills.
Phase III: <b>Go!</b>	Listening and Discussion groups Facilitator	Mobilize community, organise advocacy activities and to encourage the participants to become an advocate for violence-free marriages in their community.



# Contents

## Phase II: *Impart Life Skills*

Week 14: Ingredients for a Healthy Marriage .....	1
Week 15: Understanding Me, Understanding You – <i>COUPLES WEEK</i> .....	8
Week 16: Getting to the Root .....	14
Week 17: Recognizing & Communicating Stress .....	21
Week 18: Communicating without Arguing – <i>COUPLES WEEK</i> .....	30
Week 19: Managing Anger without Violence .....	39
Week 20: Making Decisions Together – <i>COUPLES WEEK</i> .....	48
Week 21: Alcohol & Gambling .....	56
Week 22: Sharing & Responding .....	65
Week 23: Communicating Consent .....	71
Week 24: Bringing out the Best – <i>COUPLES WEEK</i> .....	77
Week 25: Let’s Reflect .....	85
Week 26: Family Support – <i>FAMILY WEEK</i> .....	90
<b>Appendix</b> .....	<b>97</b>
Appendix A: Weekly Feedback Form .....	97



# Ingredients for a Healthy Marriage

Week

14

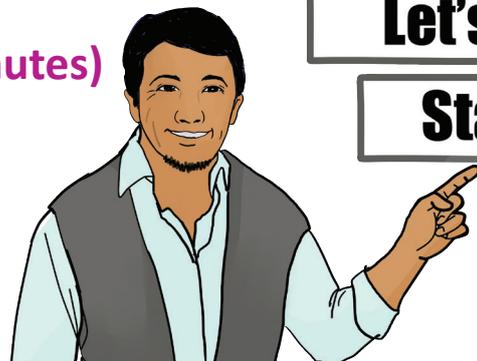
## Total Time: 2 Hours

**Materials Needed:** Radio, episode recording, flipchart paper, and thick pens.

**Aim:** The aim of this week is to review what makes a happy and healthy marriage and to think about the skills that are needed to have a happy and healthy marriage. Participants will consider what changes they could make in their own marriages to bring greater happiness and prosperity for themselves and their spouse and make a commitment to start making those changes in their relationships.

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week during the family session. If it is not covered, remind the group about the different ways our friends, family, community, and society influence the way we think and act. Highlight that while this can be a negative influence, it can also be positive and we must all work together to create a supportive environment for couples that reject violence.
2. Ask members of the group if anyone wants to share any thoughts or feedback from last week's family sessions, and the commitments they made as a family after the session. Use the questions below to guide you:
  - *Did your family members enjoy the session?*
  - *Did you find time to discuss the session as a family and think about some family commitments?*
  - *Is anyone willing to share those commitments with the group?*
  - *How do you think these commitments will improve your family relationships?*

(15 minutes)



Let's

Start



**Let's  
Listen**

**(30 minutes)**



## Radio Program Highlights

Sarita (Manarupa's friend) comes to see Manarupa again and confides that she has been trying to talk to her husband about his lack of interest in sex, but has been too embarrassed to do so. She talks about how lonely and upset it makes her feel when her husband is not interested in having sex. She is worried about why he would feel this way when men are supposed to want sex. She asks

Manarupa if she thinks maybe her husband is having an affair. Manarupa tells Sarita there could be many different reasons for her husband's lack of interest in sex. She warns Sarita not to guess what her husband is feeling without talking to him or sharing how she feels. They discuss how a healthy sexual relationship between a husband and a wife is important in a marriage as it helps the couple feel intimate and close, however Manarupa stresses that just because he is a man, it does not mean her husband should always want sex. They discuss the importance of good communication between spouses, especially on sensitive topics, and Manarupa gives Sarita some good advice on how to talk more openly with her husband. The conversation ends with Manarupa having to rush off as her in-laws are moving in the next day and she needs to prepare the house.

**Vox Pop:** In order to improve your married life, what is one thing that you would like to change/that you wish your spouse would change?

**Interview:** Experiences of various couples who talk about what makes a happy marriage, including skills such as good communication and empathy.

1. Before you play the program make sure everyone is sitting comfortably and remind the group to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 14 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.

1. During the break, put up a piece of flipchart paper. You will use it during the next set of questions.
2. Bring everyone back to the main group. Once everyone is sitting down quietly, start the discussion, using the questions below to guide you:

- *Manarupa mentions to her friend Sarita that a healthy sex life is one of the important aspect of happy and healthy married life. Do you agree with what she says? Why?*
- *Why does Manarupa warn Sarita not to try to guess why her husband is not interested in sex and urges her to talk to him instead? (Suggested response: because the only way we can truly know what our partner is thinking or feeling is by talking to them and telling them how we feel).*
- *What are the other ingredients of a happy marriage that were mentioned by different couples in the radio program? (Write the responses on the flipchart paper, so everyone can see)*
- *Did you think about these things before getting married?*

**(20 minutes)**



**(40 minutes)**

1. Review the list of 'ingredients of a good marriage' that were noted down during the Let's Listen section. Ask the participants: "Are you happy with the list or is there anything you would like to add / remove?" Make any changes to the 'ingredients' sheet as agreed to by the group.
2. Highlight that a healthy marriage is a mixture of feelings (how we want to feel, how we want our spouse to feel) and actions (actions we can both take to ensure we feel good in our marriage).
3. Explain that you are going to do a small group activity.
4. The first step in their groups will be to discuss and write down a list of feelings that both spouses should experience in a healthy marriage, for example: happy, safe, respected, valued, trusted, loved. For each feeling, ask the group to think of actions that we can take to make our spouse feel this way (or actions that our spouse can take to

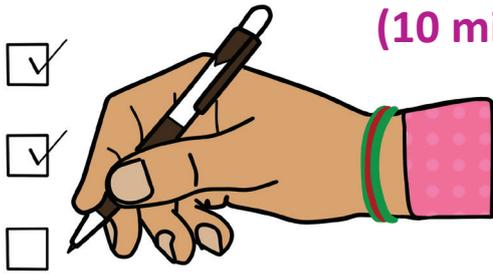
“The episode of life skills was very relevant because it was practical and can be implemented in our lives, from daily activities, to taking leadership, to making a happy family.”

Male Participant,  
Kapilvastu

make us feel that way). For example: to make our partner feel happy we should spend time together, appreciate them for what they do for us, support them in public and private, etc. During this time they should think about what they have heard so far about what makes a healthy marriage and reflect upon their own marriage, including how they would like to feel, how they would like their spouse to feel, and what they can do / their spouse can do to make them feel this way.

5. Divide the participants into two groups. Give each group a piece of flipchart paper and pens.
6. Give the groups 10-15 minutes to complete this task.
7. Bring the whole group back together and share the feelings and actions that different members have written down. Use the questions below to guide the discussion:
  - *Do you feel the positive feelings described in your own marriage?*
  - *Are you / your spouse doing all you can to make each other feel positive in the marriage?*
  - *Were there differences in how you wanted to feel and how you wanted your spouse to feel?*
  - *Were there differences in how you felt you should act and how your spouse should act towards you in the marriage?*Highlight that while we are all different, we do all generally want the same thing in our marriages, including feeling happy, safe, respected, and heard. However, we don't always think about the way we treat our spouse, how it affects them, the way that they feel in the marriage. This is very important to keep in mind.
8. Explain to the group: *“To balance power and achieve mutual respect and understanding in our relationships, we need to develop certain skills. These include being able to understand our own feelings and how to communicate them, listening to our spouse and understanding their point of view, and learning how to think critically and creatively to overcome issues and solve our problems together. Over the coming weeks we will be learning more about these skills and how to apply them in our relationships.”*

## Wrap Up



(10 minutes)

Drawing from the discussions in today's session, summarize the key points of the day including:

- For a relationship to be healthy, both spouses need to feel a number of things including: happy, safe, listened to, and respected.
- While we may know how we want to feel in a relationship, it is important to think about how your spouse feels in a relationship and how your actions affect the way that they feel.
- Skills such as good communication, critical thinking, and empathy are key to a healthy marriage. Over the next few weeks we will look more at these and other skills and how to apply them in our marriages.

1. Ask participants to take 15 minutes during the week to share with their spouse some of the feelings and actions from the 'Task Time' exercise. Together they should discuss whether or not they are feeling/doing these things already in their relationship and what each of them could do more of.
2. As a couple, they should decide on and commit to one action they will each focus on to improve their relationship and make it as healthy as possible.
3. If possible, just before the next session, they should find time to discuss together again – have they kept to their commitment this week?
4. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program.

(5 minutes)





## What Are Life Skills and Why Are They Important?<sup>1</sup>

In the simplest way, life skills are the skills we need to have good relationships and make positive decisions in life.

Everyone has knowledge and most people know what is right and what is wrong in various situations they may face in life. However, many times people are not able to turn their knowledge in to positive behavior, because they don't know how to use life skills (like good communication, critical thinking, problem solving, empathy) to do this.

For example, a wife or husband may know that they want to treat their spouse with more respect, but feel unable to move forward as they don't know how to start communicating with their spouse and listening to their point of view. They may lack the confidence to know they are capable of behaving in a different way towards their spouse. They may also face parental / societal pressures to behave in a certain way because of their gender or from fear of changing the power in their relationship. Similarly, a husband or a wife may feel disengaged or devalued in a marriage but without life skills to help correctly identify these emotions, they may choose negative rather than positive actions to address their frustrations. In such scenarios, they have the knowledge but not the life skills to transfer that knowledge into new ways of behaving and communicating as a couple.

Below is a list of life skills, which are generally considered the most vital skills and are currently practiced all over the world to tackle varieties of issues. For the 'Change Starts at Home' Project and the 'Samajhdari' radio program, we will be concentrating mainly on the first six life skills in the list.

- Self-awareness includes how we see ourselves, our character, our strengths and weaknesses, desires and dislikes, priorities in life, and things that makes us happy or unhappy. Developing self-awareness can help us to recognize when we are stressed or feel under pressure in our marriage / lives and can also help us understand why we act the way we do.
- Effective communication means being able to talk about our thoughts and feelings and have the courage to seek help or advice when we face difficult decisions or issues. Effective communication is also about listening to others and putting our views across in the most positive way.
- Critical thinking enables us to analyze information and experiences to understand what or who influences the way we think and act. This is important to be able to deal positively with problems in our lives and

<sup>1</sup> Adapted from: Shrestha, B. & Ferguson, G. (2008). Life skills manual. Equal Access.; Cai, C. Life skills: A facilitator's guide for teenagers. United Nations Children's Fund (UNICEF) Nepal Country Office. Retrieved from [http://www.unicef.org/eapro/Life\\_Skills\\_\\_A\\_facilitator\\_guide\\_for\\_teenagers.pdf](http://www.unicef.org/eapro/Life_Skills__A_facilitator_guide_for_teenagers.pdf).

also have the courage to change the way we behave, regardless of what others might think.

- Empathy is an ability to imagine what life is like for another person. Empathy can help us to understand and accept others, including our spouses, for who they are. When we understand ourselves as well as others, we are in better position to communicate our needs and desires. We are also better equipped to present our thoughts and tackle delicate ideas without offending others.
- Ability to manage emotions involves recognizing emotions in ourselves and others and being aware of how emotions influence behavior. Intense emotions, like anger, jealousy, or sorrow can have negative effects on those around us as well as our own health, if we do not react appropriately. By being able to understand and handle our emotions properly, we are less likely to resort to violence.
- Coping with stress is about recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help to control our levels of stress. This may mean that we take action to reduce the sources of stress, for example, by making changes to our physical environment or lifestyle. Or it may mean learning how to relax, so that tensions created by unavoidable stress do not give rise to conflict in our relationships.
- Problem solving skills empower us not only to confront our problems, but can also help us to turn the problems into opportunities for our growth.
- Decision-making is about learning to make the right decision for ourselves. This process involves the assessment of different options and their possible outcomes, rather than simply yielding to our own desires or pressure from others.
- Creative thinking helps us respond well to our everyday life situations. It is about exploring other ways of behaving and thinking through the consequences of our actions.

When training on or using life skills it is vital to remember that all life skills are interdependent and rarely stand alone. For example, if a person wants to stop drinking so much alcohol, then they will have to utilize a range of life skills. These might include being self-aware and understanding why they drink and what benefits stopping will bring, next they may need to use creative thinking to identify and decide how to not put themselves in situation where they usually drink alcohol, and lastly they will need effective communication to talk to their spouse and friends about why they are stopping and asking for their support to do this.

Week

15

# Understanding Me, Understanding You

## COUPLES WEEK

### Total Time: 2 Hours

**Materials Needed:** Radio, episode recording, paper and pens (enough for the entire group), 'Understanding Me, Understanding You' Exercise Sheet (page 19), flipchart paper and thick pens (to explain the 'take-home' activity).

**Aim:** The aim of this week is to introduce the participants to the importance of understanding their own emotions and motivations in a relationship. This week will therefore help participants better understand themselves and their spouse and begin to develop the skills they need to communicate those feelings to each other in a way that supports a healthy and happy relationship.



(15 minutes)

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group about the ingredients for a happy and healthy marriage and how it is made up of the feelings and actions of both spouses. Remind the group that at the end of last week

you mentioned how we need certain skills (known as life skills), which everyone possesses, to turn our feelings into actions. Highlight that this week's discussions will focus on one of those skills - self-awareness, or understanding ourselves.

2. Ask 2-3 people in the group to share how the 'take-home' task went. Use the questions below to guide you:
  - Was there differences in how a wife wants to feel and how a husband wants to feel in a marriage?
  - What actions did you each commit to?
  - Did you keep to these commitments?
  - Did you notice any differences in your relationship due to those actions and commitments?

## Radio Program Highlights

Sarita talks to her husband regarding his loss of libido. At first, the husband tries to avoid the topic, but Sarita mentions about how she is feeling and how talking about the issue will help them both understand each other and support each other better. Eventually the husband opens up and says he does not know why he feels this way, He has felt very low since he lost his job and is not interested in anything, including sex. Relieved he is not having an affair, Sarita comforts her husband and suggests he should go and meet up with his friends, as that always helps her when she is feeling low. Her husband hesitates at first, but agrees in the end.

Meanwhile after seeing a couple bring a small baby boy to the hotel, Surya's mother tells Manarupa and Surya that they should have another baby so that she can have a grandson to continue the family lineage. Surya assumes that Manarupa is not interested in having another baby, especially for the reasons his mother gives, and thinks he is finally defending her by disagreeing with his mother's idea of having another child. Manarupa, however is upset as she would like another child (girl or boy) and this misunderstanding sparks an argument between Manarupa and Surya.

**Vox Pop:** What are your expectations from your married life? How do you let your spouse know about these expectations?

**Interview:** Different couples share how understanding themselves better and communicating this clearly to their spouses has helped them avoid misunderstandings and the arguments that it can cause.

(30 minutes)



1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 15 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.



Bring everyone back to the main group. Once everyone is sitting down quietly, you can start the discussion, using the questions below to guide you:

- *Sarita was finally able to discuss with her husband about their sex life and his lack of interest. Do you think she did the right thing by communicating about this openly?*
- *Why do you think she hesitated for so long? Were her fears that he was having an affair correct?*
- *Did her husband judge her for initiating the discussion about their sex life?*
- *Who do you think benefitted from their open communication? How?*
- *Surya Singh and Manarupa got into an argument this week. What caused the argument?*
- *We always thought Surya Singh and Manarupa understood each other very well, but still the fact that Manarupa wanted to have another baby was news to Surya Singh. Why did you think this happened?*
- *Why do you think it is important for couples not to assume that they understand their spouse or their spouse understands them in every case, and to make it a point to have conversations with each other about different issues? (Suggested response: we usually think we understand our spouse very well, but it might not be the case for each issue. So it is very important to communicate clearly and make sure that both of you are on the same page and not assume that you know what s/he thinks/wants).*

1. Explain to the group that you are going to ask them some questions about themselves. They do not have to share their answers at this stage, but should think about them and, if they can, write down the answers on the piece of paper in front of them. Remind those in the group who are writing their answers down to not show them to anyone else.

(40 minutes)



2. Pass around paper and pens to each person.
3. Read aloud the questions under Step 1 from the 'Understanding Me, Understanding You' Exercise Sheet (page 19). Only read the questions under Step 1. Pause after each question, to allow the

group to think of their answer and write it down. When you are finished with the questions, ask the group: *“Did you find it easy or hard to answer the questions?”* Discuss as a group why it is important to know these things about ourselves. (Suggested response: In life it is important to really know and understand ourselves. Knowing what makes us happy or sad, what our strengths and weaknesses are, what our needs and motivations are helps us to make good decisions, set realistic goals for ourselves, and communicate our thoughts and feelings more clearly. When we don’t know ourselves, we can make bad decisions that end up making us unhappy instead. We can also end up blaming others for our unhappiness, or not explaining to others what we need to make us happy. If we don’t know what we want in life then we cannot expect others to either).

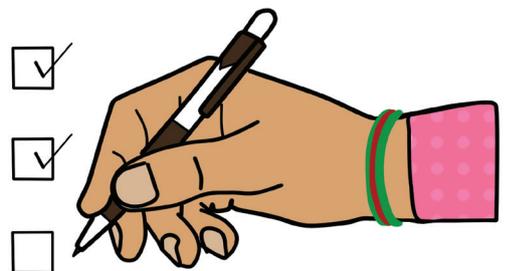
4. Now ask *“We have been discussing how well we know ourselves, but who thinks they know their spouse well?”* From the couples who think they know their spouse well, ask 2 couples to volunteer to play ‘Knowing Your Spouse’ (ideally the selected couples should be literate). Explain you will read out the same questions, but this time they need to think about their spouse not themselves.
5. Read aloud the questions under Step 2 from the ‘Understanding Me, Understanding You’ Exercise Sheet (page 19). Pause after each question, to allow the couples to think of the answer and write it down. Then, ask the husband and wife to read out their first answers (about themselves) and compare with the answers from the second part (about their spouses) – did the answers match?
6. Conclude by reinforcing that, at times, we do not know everything about our spouse, no matter how close we are. It is very important to make an effort and have regular communication between couples to ensure that we are not making assumptions about things that matter to our spouses (like Surya Singh did in the radio program today), including future plans with each other.

Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

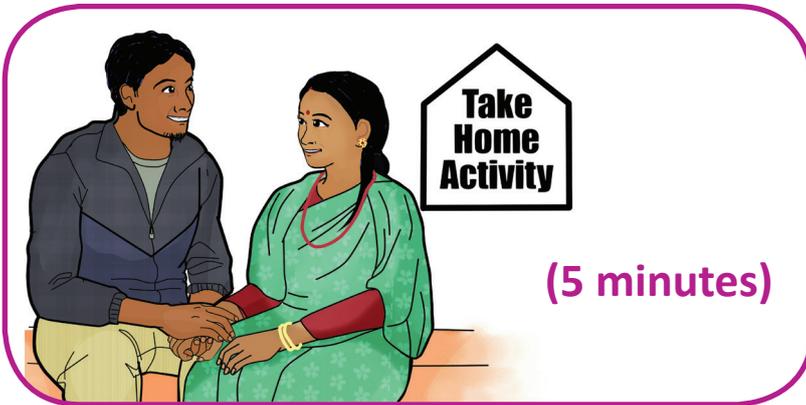
- Knowing yourself is not about knowing your name, where you are from, or who your parents are. Knowing yourself is about knowing your own emotions, what you are capable of, what sort of emotions discourage or encourage you.
- Knowing ourselves and our motivations are important first steps to understanding our actions and the outcome of our actions – both within our marriages and in life.

**(10 minutes)**

## Wrap Up

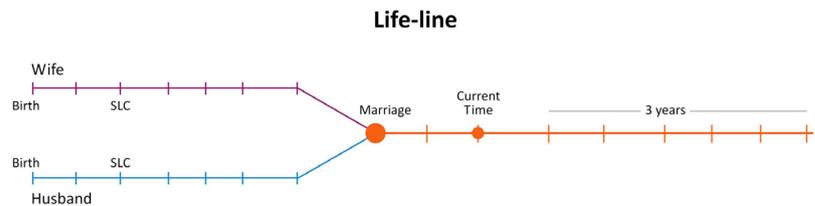


- In a marriage it is also important to communicate how we feel and what we know about ourselves to our spouse.
- At the same time, it is also important that you are able to know your spouse, including their emotions and their expectations from marriage. For this, it is important for couples to communicate clearly and most importantly, not assume things about their partner.



1. This week's 'take-home activity' is a little more complicated than usual, so try to explain it clearly to everyone first and make sure the group understands what is expected of them.
2. To explain the home activity, take a flipchart paper and draw a line down the middle of the paper. Tell them "this is your 'Life Line'". Indicate the time periods on the line. For example, 'Year XX - birth, Year XX - passed SLC, Year XX - Got married'. Draw another line parallel to the first line and explain, "this is the life line of your spouse". Mark important time periods on that line too. Note that from the point they got married, the two separate lines will merge to become one. Mark significant moments on the Life Line from the point they merge after marriage, such as first marriage anniversary, children, etc.

them "this is your 'Life Line'". Indicate the time periods on the line. For example, 'Year XX - birth, Year XX - passed SLC, Year XX - Got married'. Draw another line parallel to the first line and explain, "this is the life line of your spouse". Mark important time periods on that line too. Note that from the point they got married, the two separate lines will merge to become one. Mark significant moments on the Life Line from the point they merge after marriage, such as first marriage anniversary, children, etc.



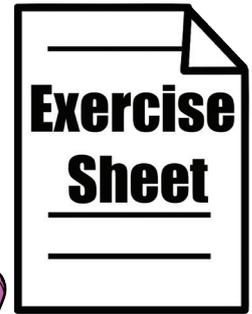
3. Once everyone is clear on how to draw a Life Line, ask the participants to take some time during the week (30 minutes) and come up with their own Life Line as a couple. Ask them to mark the significant moments in their lives – both positive and negative. Once that is done, ask them to discuss the important things they wish to happen/achieve in the next 3 years. Mark those on the Life Line as well.
4. Explain that this exercise is to help them understand each other well and ensure that their future plans match with their spouse's plans. Once the things that they want to do are marked and agreed upon, then ask them to discuss 3-5 ways to achieve their goals as a couple.
5. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program as well as share what they have learned.

# Understanding Me, Understanding You

## Step 1: 'Knowing Ourselves'

Questions for the group members to reflect on and answer individually about themselves:

1. What is your favorite food?
2. Who is your favorite singer?
3. What makes you happy?
4. What makes you sad?
5. What makes you angry?
6. What is your biggest strength?
7. What is one thing that you love most about your marriage?
8. What is one bad habit of yours that you know you need to change?
9. What is one behavior that you would want your spouse to change?
10. What do you think is your biggest contribution to your marriage?



## Step 2: 'Knowing Your Spouse'

Questions for the couple to answer about each other:

1. What is his/her favorite food?
2. Who is his/her favorite singer?
3. What makes him/her happy?
4. What makes him/her sad?
5. What makes him/her angry?
6. What is his/hers biggest strength?
7. What is the one thing that s/he loves most about your marriage?
8. What is one bad habit that your spouse knows s/he needs to change about themselves?
9. What is one behavior that s/he would want you to change?
10. What do you think is your spouse's biggest contribution to your marriage?

**Total Time: 2 Hours**

**Materials Needed:** Radio, episode recording, paper and pens (to write Task Time! 'message' in advance of session), and flipchart paper and thick pens.

**Aim:** The purpose of this week is to highlight the importance of effective communication among couples, in order to get to the root causes of an argument. The group members will be encouraged to understand and practice the skills required to communicate effectively.



**(15 minutes)**

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group about self-awareness (or understanding ourselves) and how it is an important first step in ensuring our spouses understand us and our expectations. Remind the group how it is important not to

assume they know their partner's thoughts, feelings or motivations without first talking to them. Finally, highlight again the importance of communicating clearly about the important issues.

2. Ask if anyone wants to share how the 'take-home' exercise went. They do not have to share what was said, but simply how the experience was. Use the questions below to guide you:
  - How was *the experience of working on your 'Life Line' and future plans together?*
  - *Did you find you agreed with what to put on the future Life Line?*
  - *Have you ever made time to talk together like this before?*
  - *Do you think the exercise was helpful for you and your spouse to discuss about your hopes and dreams for the future and understand each other better?*

## Radio Program Highlights

Surya Singh is still irritated by Manarupa's behavior in the last episode and is also annoying others unnecessarily. Due to their disagreements and the effect it is having on both of them, their work at the hotel suffers and the customers are not happy. Instead of talking, Manarupa and Surya blame each other and their arguments get worse. Eventually Surya Singh leaves without telling anyone.

Sarita's husband goes out with his friends, as Sarita encouraged. His friends ask why he has not been out with them for so long; they tease him and accuse him of being 'hen pecked' by his wife. He gets annoyed and leaves. One of his friends follows him out and asks him what is really wrong. Sarita's husband does not want to talk at first, but eventually tells his friend that he has been feeling very low since losing his job. His friend says the same happened to him. They talk about how hard it is as a man to admit when they need help. The friend urges Sarita's husband to go and speak to a doctor, as that helped him a lot.

After Surya has been gone a while, Manarupa starts to get worried, as it is not like him to disappear. Arjun arrives and hears about what happened from Manarupa. He tells Manarupa that many times the root cause of conflict or argument lies somewhere else. Instead of identifying the root source of an argument, we instead fight about the results that are caused by the root. He asks Manarupa if she has talked to Surya about why he does not want a second child or why he is feeling so angry. She admits that she has not and agrees she needs to talk openly and honestly with Surya, which will help make life easy for both.

**Vox Pop:** When you disagree with your spouse about something, how do you deal with it?

**Interview:** An expert highlights why it is important for a husband and a wife to identify the root cause of the issue when they are having a misunderstanding or disagreement and how to best do this using effective communication skills.

(30 minutes)



1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 16 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.



Bring everyone back to the main group. Once everyone is sitting down quietly, you can start the discussion, using the questions below to guide you:

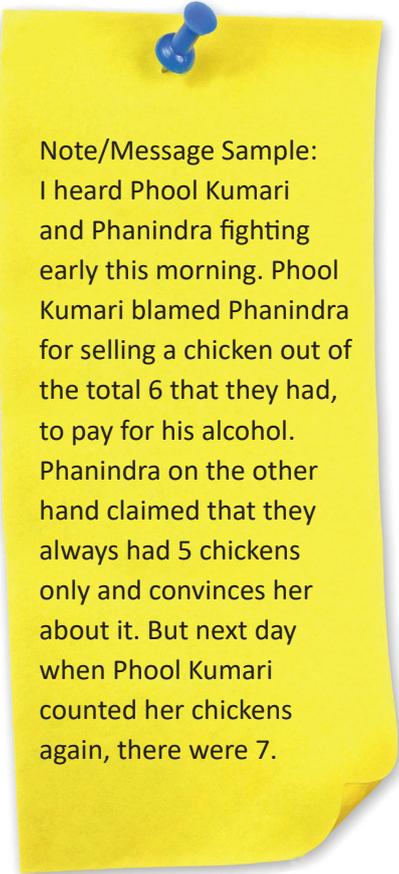
- *The environment in the hotel today is not as pleasing as it usually is. What do you think is the reason?*
- *When they get into an argument, Surya Singh simply leaves the hotel without saying a word. Do you also do that sometimes? Do you think it's the right way to deal with the problem? (As part of the response to this question, be sure to highlight that although it is always best to stay and try to talk through a disagreement, if one person feels very angry it is better for them to leave the situation for a while to calm down rather than risk the argument escalating into violence)*
- *Sarita's husband is reluctant to tell his friends how he really feels – why do you think that is? Why do you think men find it hard to ask for help?*
- *The expert in the radio program mentioned why it is important for a husband and a wife to identify the root cause of the issue when they argue and work together to come up with a solution? Do you agree with what the expert said?*
- *Do you think it is possible to have an open communication with your spouse on all the topics that matters to you and your family? If yes, why? If no, why?*
- *What topics do couples not talk about? Why is this and how can we change it? (Suggested Response: "Certain topics such as sex, money, men's emotions can be more difficult to talk about as traditionally we are told that these subjects are not appropriate or too sensitive for men and women to discuss together. However, as a couple it is important that you find a way to talk about all topics that affect your marriage and your lives together.")*

1. In preparation for the activity, write a short 'message' on a piece of paper. The 'message' can be on any topic and should consist of at least 4-5 sentences, which are not very easy to remember. It can be similar or the same as the one given in the box. Do not show it to anyone else in the group.

(40 minutes)



2. Explain to the group that to better understand 'effective communication', you are going to ask them to participate in a game where they must pass on a message by whispering it from one person to the next.
3. Ask the group members to sit in a circle. Start by whispering your message in the ears of the person sitting next to you, in such a way that no one else can hear it. S/he will get only one chance to hear what you have whispered, before they must whisper it to the next person in the circle.
4. The whisper continues around the circle until everyone in the circle has heard the message. The last person to hear the message should say aloud what they have heard. Compare this to what was originally said – is it the same? If it is different - why has it changed? Often you will notice that the message becomes very distorted and even funnier.
5. Explain to the group members that what they just practiced was a form of communication. Ask them "*Was it an effective form of communication?*" (Suggested Response: No, because they were faced with different obstacles such as not being able to repeat it, not able to say it loudly, no eye contact, only one way, etc.).
6. Use this exercise to make a list on flipchart paper of what is and what is not good communication. Encourage the group to think about the speaker as well as the listener. Use the Facilitator's Notes (page 26) on what is effective communication to guide you if required.
7. Explain that now you are going to ask for two volunteers (a teller and a listener) to communicate the same message again, but in an effective way. The two volunteers should sit opposite each other and the teller should explain the message to the listener using the good communication skills highlighted in the last discussion. The listener should also use the good listening skills discussed earlier. At the end the listener should be able to explain what was in the message accurately.
8. Ask for two volunteers and begin the exercise.
9. When it has finished reinforce that 'Effective Communication' means ensuring that the person you are communicating with, understands exactly what you are trying to say. Effective communication is not just you talking one way, but it also includes listening to others attentively.



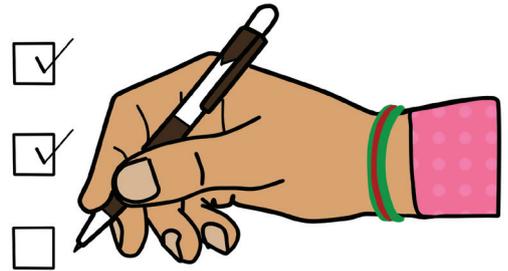
Note/Message Sample:  
I heard Phool Kumari and Phanindra fighting early this morning. Phool Kumari blamed Phanindra for selling a chicken out of the total 6 that they had, to pay for his alcohol. Phanindra on the other hand claimed that they always had 5 chickens only and convinces her about it. But next day when Phool Kumari counted her chickens again, there were 7.

Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

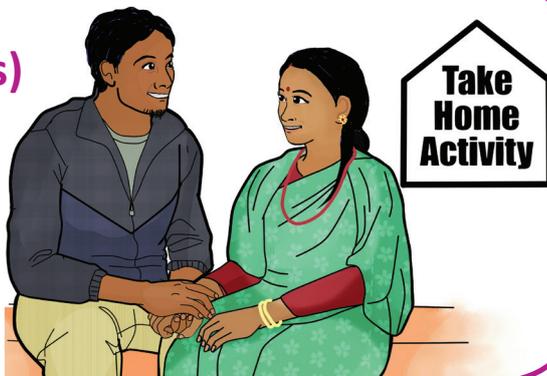
- Communication is one of the most important aspects of a good marriage and mutual understanding thrives on the open exchange of emotion, desires, and beliefs.
- Communication can help couples build trust, understand each other better, solve problems together, and make better decisions based on each other's needs.
- If a couple does not communicate effectively, they are likely to experience frustration, anger, and resentment. On the other hand, couples who communicate well experience fulfilled relationships, empathy, and true intimacy with their spouses.
- Communication is more than just talking – it requires active listening too, so that the message given by the sender can be listened to, interpreted, and understood by the receiver who can then respond if necessary
- The ability to communicate well with our spouse does not happen overnight – it is a daily choice that we make. But learning to understand your spouse and their emotional language is far more important and rewarding than trying to force your own opinions and thoughts. When you listen to your spouse they will be more willing to listen to you.

(10 minutes)

## Wrap Up



(5 minutes)



1. Ask the participants to take some time together during the week (30 minutes) to 'Interview' their spouse (15 minutes each) like the interviews you hear in radio and see in TV.
2. Give them the following questions which can help them to plan their interview:
  - Did you enjoy your childhood? Why?

- What were the best and worst subjects for you in the school?
  - Which movie do you like the best until now? Why?
  - Who is your favorite relative?
  - Which family member were you closest to as a child?
  - What was the most dramatic event in your childhood or during your teen-age years?
  - What achievement in life has brought you the greatest satisfaction?
  - What has been the biggest disappointment of your life until now?
  - What do you consider your best qualities?
  - What were the major turning points in your life?
  - What major goals do you have?
3. Explain to the group members that to make this exercise a success they should choose a quiet time and go somewhere where they cannot be easily interrupted or distracted. Clarify that each person should get equal time to carry out the interview with the other, but they can be carried out at different times if it is hard to find time to do them both together.
  4. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program.

“An important learning from these meetings has been to analyze the challenges from the root level rather than only looking at the superficial level.”

Durga Upreti,  
Community Leader,  
Chitwan



## What is Effective Communication?

Effective Communication means being able to explain your thoughts, emotions, desires, or needs in a clear and understandable way. It is also about being able to ask for help or advice when faced with a difficult situation. When we are able to express our thoughts with others in an effective way, many misunderstandings that we face in life can be cleared up.

### How to communicate effectively?

- Speak clearly and calmly without shouting or mumbling.
- Think through what you want to say before you say it.
- Pick a good time when neither of you are too tired, too stressed, or have other distractions (such as children around or jobs to do).
- Try to stick to the topic.
- Make eye contact.
- Let the other person speak / ask questions and listen when they speak.
- Remember that speaking is more than just what you say – watch that you are using the right tone of voice and that your hand gestures and facial expressions match what you are saying.

### What is good listening?

Listening is just as important as speaking when it comes to effective communication. If we don't listen then our communication is only one way and is ultimately useless. If someone feels they are being listened to, they are more likely to open up to you.

### How to listen effectively?

- Use your body language to show that you are listening. For example, make eye contact, nod, and lean in towards the person who is speaking.
- Take turns to speak and listen.
- Do not interrupt, but do ask questions if you don't understand.
- Listen to everything that is being said, not just the parts that you want to hear.
- Clarify what you understand about what has been said.
- Take the time to listen to others and check you have been understood.

# Recognizing & Communicating Stress

Week

17

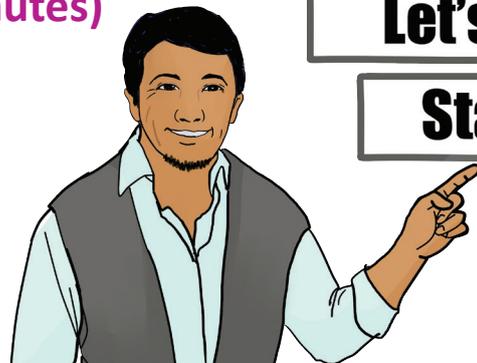
## Total Time: 2 hours

**Materials Needed:** Radio, episode recording, flipchart paper, thick pens, and a piece of cloth to use as a blindfold (for the activity).

**Aim:** This week will focus on the importance of understanding stress – what causes it, how it affects people, and how to communicate that we are stressed to our partners. The group will consider what skills are needed to recognize stress in ourselves, and how best to handle it so it does not negatively affect marital and other relationships. Participants will also discuss ways to cope with stress, including asking for help, and strategies for how to support our spouses when they are stressed.

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group about the importance of communication between couples and the difference between general communication and 'effective communication'.

(15 minutes)



2. Remind participants that *"In a good relationship, couples are able to talk freely, openly, and feel safe sharing their most private thoughts. They feel comfortable to voice their concerns and feelings when difficulties arise and are happy to voice their positive thoughts when things are good. Both partners talk tactfully, avoiding language that is attacking, hurtful, or controlling. They listen attentively, trying to understand what their partner says without judgment rather than looking for what's wrong in what their partner has to say or dismissing what they hear, even if they have a different perspective. Most importantly, after talking, both people in the marriage feel good about the conversation, and feel like their concerns have been considered and addressed."*
3. Ask 2-3 people in the group how the interview with their spouse went. Ask if someone is willing to share the details of their interview. Use the questions below to guide you:

- *Did it help you to know your spouse a little better?*
  - *Did you learn anything new about your spouse?*
  - *How did you show you were listening to your spouse?*
  - *Did you feel you spouse listened to you?*
4. Encourage participants to keep opening up with their spouses and taking time to talk and listen to each other. They can start with sharing simple things with each other, for example how their day went – the important point is to take turns to listen and respond to each other.



**(30 minutes)**

### Radio Program Highlights

Sarita calls to update Manarupa – who went to visit the doctor as advised by his friend and is showing improvement already. She thanks Manarupa for encouraging her to talk to her husband and says they are closer having shared their worries with one another.

Manarupa and Sarita discuss how they were not aware that stress could have such negative effects and how it might have cost Sarita her marriage, had she not taken the initiative to approach her husband. After talking to Sarita, Manarupa realizes that she hasn't been communicating openly with her husband herself and decides to do that when he comes back.

When Surya Singh returns, Manarupa tell him about how worried she had been. They are both calmer and agree that their issues won't be resolved by just walking off from the problem, instead they talk openly with each other about factors that are causing stress. They discover that the main root of the problem between them was having another child and Surya admits he is worried about Manarupa getting pregnant again as she had been very unwell during the last pregnancy and he didn't want anything to happen to her. In the end, they both agree to keep talking and make a decision together.

**Vox Pop:** What do you do when you are stressed? How do you support your husband/wife when they are under stress?

**Interview:** A psychologist discusses how to identify if you are stressed, the best way to handle stress, and the different ways to support your spouse when they are stressed.

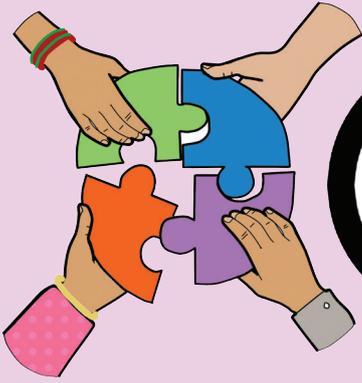
1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 17 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.

1. Bring everyone back to the main group. Once everyone is sitting down quietly, you can start the discussion, using the questions below to guide you:

- *Sarita was hesitating for so long before communicating with her husband. But once she initiated the discussion, she realized that it was the right thing to do. What are your thoughts on that?*
- *Manarupa and Surya Singh, although in many ways an ideal couple, realized that they too were not able to have a clear communication and understanding regarding a second child. How did they resolve their argument?*
- *Have you faced a similar situation yourself, when you realized that what you assumed your spouse wanted/needed was not correct? How did you resolve it?*
- *How did stress affect the couples and their relationships (Sarita and her husband, Manarupa and Surya) in this episode? How did it change the behavior of Surya and Sarita's husband?*
- *What are the different ways mentioned in the radio program to ask for help when you are stressed?*
- *Do you think the suggestions given by the expert to support your spouse when they are stressed were something that you could try in your relationship? If that does not directly apply to your situation, what do you think can work?*

**(20 minutes)**





(40 minutes)



1. Explain that the activity will allow participants to practice their communication skills. Explain that the two volunteers will stand on opposite sides of the room. The task is for one volunteer to use her/his voice to guide the other volunteer across the room until they meet on the other side. The volunteer who is crossing the room will be blindfolded.
2. Ask for 2 volunteers. Check that everyone understands and that one volunteer is happy to be blindfolded.
3. Give 2 minutes for the 'seeing' volunteer to guide the 'blindfolded' volunteer across the room by shouting out instructions (walk forward, stop, keep walking, etc.).
4. Explain that *"in a minute, I am going to ask you to do the task again, but this time it will be a little more stressful"*.
5. To make it more stressful, tell the others in the room to move about in the middle of the room and make as much noise as possible.
6. The 'seeing' volunteer should try again to guide the 'blindfolded' volunteer across the room. With all the noise and activity in the middle of them, it should be a lot harder this time.
7. Tell the 'seeing' volunteer to call out in whatever way feels natural for the stressful situation, for example: raise her/his voice, show frustration, shout at the other people to be quiet or to get out of the way, shout instructions at the 'blindfolded' volunteer, etc.
8. Tell the 'blindfolded' volunteer to respond in whatever way feels natural to them for the stressful situation, for example: help me, I can't hear you!, which way do I go? Everyone in the middle should ignore the volunteers and just continue to make noise and move about
9. Let them try for 3-5 minutes before calling out "STOP!".
10. Ask the two volunteers to share in which scenario it easier to communicate. (Suggested response: when it was quiet and everyone was calm).
11. Use the game to explain, *"trying to communicate in a stressful situation is very challenging. So, it is very important to choose a good time to communicate, when everyone is calm and there are not too many distractions or external stresses"*.
12. Ask the 'seeing' volunteer: *"How did you feel when you were telling*

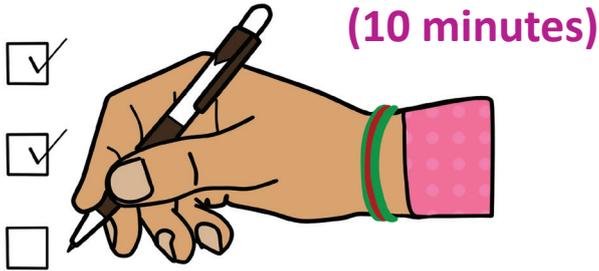
*people to be quiet but everyone was ignoring you? How did this affect your ability to calmly guide the other person? Did it change the way you responded to everyone around you and to the other volunteer?"*

13. Ask the 'blindfolded' volunteer: *"How did you feel when everyone was rushing around you? Did you feel like the other volunteer was supporting you / helping you through?"*
14. Summarize by saying that: *"When we are stressed, we tend to get angry more easily and are not able to explain ourselves as clearly to others. When we are stressed and angry we may respond in a rude manner and say things we don't mean. Because of this, it is important to recognize when we are stressed and try to minimize our stress and the impact it has on us and our responses to those around us. It is also important to recognize when our spouse is stressed and to remember their stress will also affect how they respond to you. For example, s/he might have unexpected (rude) reactions or they may withdraw and not talk at all, etc. In this situation, it is important to acknowledge that you are both stressed and try to calm down before you approach him/her."*
15. Explain that you are going to do another group activity and for this you are going to divide participants into three groups and give each group a sheet of flipchart paper. One group should write 'causes' on the top of their paper, another group should write 'symptoms' on top of their paper, and the final group should write 'coping'. When you say go, the 'causes' group should write as many causes of stress between married couples that they can think of. The 'symptoms' group should write as many symptoms of stress in men and women. And the 'coping' group should write as many ways they can think of to reduce or cope better with stress.
16. Divide the participants into three groups and give them each a piece of paper and pens. Give them 5 minutes for this rapid brainstorm.
17. After 5 minutes, bring everyone together and discuss what has been written on all 3 papers. Add any additional causes, symptoms, or coping mechanisms that have been missed (refer to the facilitator notes, page 33 for guidance).
18. End by summarizing that *"stress is a part of life that we cannot avoid but we can learn to identify what causes us stress, how stress affects us, and what helps us cope with stress / stressful situations. We can also learn to recognize these things in our spouse, allowing us to better respond to their stress. By staying in tune with your partner, you will find opportunities to express your support and love, helping your partner endure the demanding times while strengthening your relationship"*.

*"One of the participants said their life has changed. Now, he is developing himself as an example of change in society and his relationship with his wife as an example of an understanding couple."*

Ganesh Darai, Group Facilitator, Nawalparasi

## Wrap Up

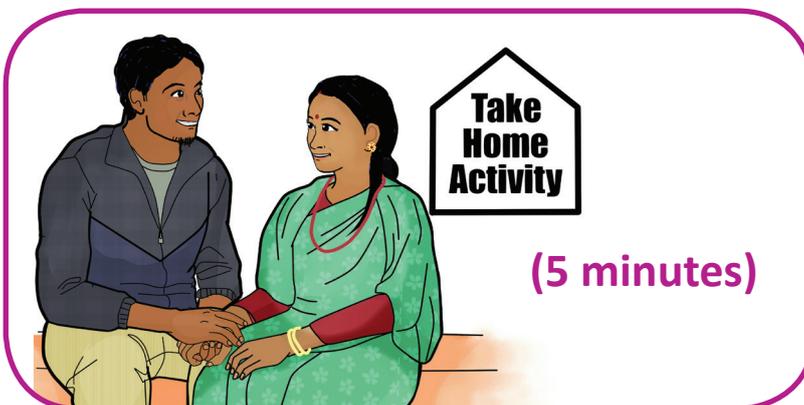


Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- Dealing with stress is never easy, but it's a part of our life. It is important to be able to recognize symptoms of stress in yourself and try to deal with the causes of stress before the symptoms become too overwhelming.

Try also to recognize symptoms of stress in your spouse and provide the support they need to overcome their stress. Supporting each other in your marriage and communicating your feelings will not only create comfort and connection, but a healthy, secure base in your relationship, which both partners can count on.

- If it is you that is stressed, tell your spouse why you are stressed and don't be afraid to ask for help. If it is your spouse that is stressed, let them know you are there if s/he wants to talk, but also give them space if they need it. Don't assume what s/he needs – instead ask and listen.
- Men and women often react to stress differently. So talk to your spouse about what is the best support you can give when they are stressed. Is it talking or giving them space? Do they want to be comforted and listened to or do they prefer practical help, for example sharing tasks, so they feel less burdened?



1. Ask the participants to take 1 hour during the week to discuss stress, including: what causes them both stress, what symptoms they both demonstrate when they are stressed, and what they would expect from each other when they are showing signs and symptoms of stress. Suggested questions for discussion include:

- How do you show stress?
- How do your sleeping habits, eating habits, mood, energy levels or disposition change when you are stressed?
- What can you do to support your spouse when they are stressed?

2. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program.

## What is Stress?

Stress is the feeling of being under too much emotional or mental pressure. It is a normal and unavoidable part of our lives. However, if stress builds up too much it can have a negative impact on our health and our relationships.

Stress is our body's internal response to external pressure or threats. Stress is not an illness but it can cause serious illnesses if it continues for a long period of time. It affects how a person feels, thinks, or behaves, so it is important for a person to recognize the signs of stress in themselves early on.

### Causes of Stress

There are many different causes of stress and different people will find different things stressful.

Feelings of stress are usually caused by something happening in a person's life and can be linked to a person's thoughts, feelings, and actions. Some triggers for stress might include:

#### 1. Facing Big Changes in Life

For example, getting married, having children, starting a new job, going through a breakup, bereavement, illness or injuries.

#### 2. Unrealistic Expectations or Negative Attitudes

For example, being unhappy in a job or marriage, arguing with friends / neighbours / relatives, worrying about exams, feeling that life should be different or better in some way.

#### 3. Overwork and Tiredness

For example, working long hours, studying too hard, managing a young family.

#### 4. Money / Financial Management

For example, debt, worries about money, pressure to earn more money.

#### 5. Time Management

For example, having too much to do and not enough time to do it.



## Symptoms of Stress

<p><b><u>Mental</u></b></p> <ul style="list-style-type: none"><li>• Memory Problems</li><li>• Inability to concentrate</li><li>• Continuous worry</li><li>• Racing thoughts</li></ul>	<p><b><u>Emotional</u></b></p> <ul style="list-style-type: none"><li>• Feeling down</li><li>• Feeling overwhelmed</li><li>• Irritability (short tempered)</li><li>• Inability to relax</li><li>• Low self esteem</li></ul>
<p><b><u>Physical</u></b></p> <ul style="list-style-type: none"><li>• Excessive perspiration</li><li>• Chest pains/ elevated hearts</li><li>• Frequent colds and illness</li><li>• Nausea, dizziness and headaches</li></ul>	<p><b><u>Behavioral</u></b></p> <ul style="list-style-type: none"><li>• Increase/decrease appetite</li><li>• Nervous habits</li><li>• Difficulty/irregular sleeping</li><li>• Excessive use of alcohol, cigarettes or drugs</li></ul>

## Coping with Stress

It is not possible to avoid stress but it is possible to learn to manage stress more effectively. The first step is to recognize the sources of stress and how it affects us. Try to recognize moments when you are stressed and think about what caused it, what symptoms you felt (fast heart beat, tiredness, irritable, not sleeping), and how long it lasted. When you recognize what causes you to be stressed and how it affects you, you can either avoid those situations or deal with the issue early before the negative feelings overwhelm you.

Other ways to cope with stress include:

### 1. Learn How to Better Respond to Change

Some changes are inevitable. Birth and death happen. Earthquakes and floods happen. In these situations struggling to prevent inevitable change is very stressful. Acknowledge the situation is stressful but accept it and try to work through it one day at a time.

### 2. Be Realistic

Often a person's ideas about how life "should be" do not match reality. It is important in these situations to be realistic. Unrealistic attitudes promote unnecessary disappointment and resentment when life doesn't happen the way we want.

Accepting our reality reduces stress and helps us to:

- Recognize the reality of a situation,
- Evaluate situations more appropriately, and
- Act more effectively.

### **3. Reduce Overwork and Tiredness**

The more tired we are, the less productive we tend to be. Instead a person should look for balance by:

- Making time for rest as well as work,
- Spend time with family and friends, and
- Do not put unrealistic pressure on yourself or others to work beyond your capacity or time.

### **4. Manage Money Wisely**

Many people do not really understand their finances. They are uncertain about what they earn, how they spend it, and what their financial obligations are. Try to put money aside when you earn it for important things like food, clothing, fuel, etc. Only once you have paid for those things, can you see how much you have left for other activities. Also try to put aside a small amount each month as an emergency fund so that if something happens, you have some savings.

### **5. Time Management**

- Prioritize goals - what is really most important?
- Create a list or action plan with relevant tasks to be accomplished to reach goals
- Create a mental or written "to do list" to manage tasks in a day / week
- Focus on the top priority action until that one is accomplished
- Celebrate finishing a task even for a moment, sometimes longer, before moving on to the next
- Work with your partner and help each other to make the most of both of your time

### **6. Choosing a Healthy Lifestyle**

- Eat well
- Sleep
- Be active

Week

18

# Communicating without Arguing

## COUPLES WEEK

**Total Time: 2 hours**

**Materials Needed:** Radio and episode recording.

**Aim:** The purpose of this week is to help participants understand how to avoid overly aggressive or passive forms of communication during a conflict and instead, to focus on how to communicate in a healthy and respectful way. The couples will also learn more about how to communicate in an honest, clear, and calm way about their feelings during an argument or discussion with their spouse without being hurtful, mean, or allowing themselves to be overpowered by the other person.



**(15 minutes)**

Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group about the causes and symptoms of stress. Explain: *"It is vital to understand what causes us stress and how we respond to it as well as what causes our spouses stress and how we can best support them through it. When we support each other and allow*

*ourselves to be supported through stressful times, we become closer and stronger as a couple."*

1. Ask 2-3 couples to share what they discussed for their homework. Use the questions below to guide you:
  - *What causes stress for you and your spouse?*
  - *Do you and your spouse react in different ways to stress?*
  - *Did you learn more about the best ways to support your spouse when they are stressed?*
  - *Were you able to put your learning into practice during the week?*

## Radio Program Highlights

This week the episode starts at Padam's home. Padam is surprised to see Tara wearing a new kurta. Tara tells him that she got some money from Manarupa for the milk she sold for past two weeks and bought a kurta with it. Padam gets angry about the fact that Tara collected money from Manarupa without checking with him first and on top of that, she spent it on a dress. Tara tries to explain that she needed a new dress as her belly is getting bigger due to her pregnancy, but Padam does not listen and shouts at her. Tara becomes very passive and feels very bad, but Padam does not care and leaves home in angry mood.

Sarita and her husband, Shiva, are talking together in their house. Shiva tells her that he is feeling much better and they talk a little about what was causing him stress and how he appreciates her support. Sarita ends the conversation saying she has to go as she is going to a temple with her mother-in-law (Shiva's mother). Shiva comments on how her relationships with other family members have improved and how everyone seems to be happier, reinforcing how the whole family benefits when a couple is happy.

Padam has just left after arguing with Manarupa and Surya, accusing them of giving Tara money against his wishes. This scene starts after he just left, and Manarupa, Surya, and Arjun discuss about how he got so angry over nothing and how he thought they were making fun of him when they are laughing about something else. They discuss about how it is easy to misread the situations when you are so angry, as Padam did. They worry about Tara and wonder how Padam might have reacted with her. They talk about how easy it is to get into one sided argument while many times, open communication would have solved the situation easily.

**Vox Pop:** How do you communicate what is upsetting you when you are angry?

**Interview:** Discussion with couples on if one spouse does not agree with her/his partner, how can they communicate effectively by respecting the other person's view and resolve the problem.

(30 minutes)



1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 18 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.

Bring everyone back to the main group. Once everyone is sitting down quietly, you can start the discussion, using the questions below to guide you:

- *What did you think about the argument between Padam and Tara?*
- *How did Padam communicate his feelings? What about Tara?*
- *Is this typical of the way men and women often communicate when they are upset or angry with their spouse? (Suggested response: Yes. Men often think they need to be confrontational, loud, and attacking in an argument, whereas women are taught to be quiet and accepting.)*
- *How did this compare to Sarita and her husband's conversation? Which relationship do you think is healthier and more balanced?*
- *When Padam comes to the hotel he thinks others are laughing at him, do you think they were? Why do you think he reacted in this way? (Suggested response: because he was angry and emotional he was not able to see the real situation and jumped to the wrong conclusion.)*
- *What advice did you get about not arguing with your spouse from the interview section?*

**(20 minutes)**



**(40 minutes)**

1. Start by explaining to the group that during the drama they saw three types of communication styles: Aggressive, Passive, and Assertive. Use the Facilitator's Notes (page 41) to guide you in your explanation of each of the different communication styles. Ask them to try to identify which characters were being aggressive (Padam), which characters were being passive (Tara), and which were being assertive (Manarupa and Surya).
2. Discuss the differences between the three styles of communication (using the Facilitator's Notes, page 41 to guide you). Ask the group: "Which of the three different styles do they think are the most effective way of communicating in an argument with your spouse?"
3. Explain that you will ask two volunteers to act out a typical argument between a husband and a wife. Before they begin, explain that you will tell them which style of communication they should follow in their

argument. You might tell them the same style (i.e. both aggressive) or you might tell them different styles (i.e. one aggressive and one assertive). The rest of the group will watch and guess what communication styles the volunteer couple are using.

4. Ask for two volunteers. Quietly tell the volunteers that you want them both to be aggressive. The couple should know what style of communication their partner has been given, but the rest of the group should not hear.
5. Ask the couple to begin the role-play in the style of communication you have given them. After 3 minutes shout “Stop” and ask the group:
  - *What style of communication did you see here?*
  - *How did the style of communication affect the argument?* (Suggested response: when both partners are aggressive the argument very quickly escalates into a conflict where neither party are listening to the other and no resolution can be found. Physical violence is also more likely in this situation.)
6. Repeat the process (either with the same or a different couple) but this time one person should be aggressive and the other person should be passive.
7. Again stop after 3 minutes and ask:
  - What style of communication did you see here?
  - How did the style of communication affect the argument? (Suggested response: when a person (usually a woman) is passive in an argument, it is a sign that power in the relationship is not balanced and like Tara, the woman may fear violence, feel her voice is not heard, or feel she deserves to be treated in that way. Aggressive communication used in this way can also be a form of emotional violence and will never lead to a positive and respectful outcome.)
8. Repeat the process one last time (either with the same or a different couple) but this time both people should be assertive.
9. Again stop after 3 minutes and ask:
  - *What style of communication did you see here?*
  - *How did the style of communication affect the argument?* (Suggested response: Being assertive involves being clear about the way you feel but not being hurtful or disrespectful. It also means staying calm and in control of your emotions, listening to the other person’s point of view but without being submissive or allowing them to dominate. When a couple communicates in this way they are much more likely to find a compromise or a solution to the issue without conflict.)

“Weekly group meetings have taught us about open communication. I, no longer, try to hide my emotions and share everything with my husband. This practice has helped our relationship, we do not fight like we used to a year ago.”

Khima Puri, Group Member, Kapilvastu

Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- No matter how close you are with your spouse, misunderstanding and communication gaps are always possible. Arguments are a part of every marriage, but we can and should handle conflict positively.
- When there is a disagreement between couples, it is important that both partners speak in a calm and respectful way and feel they can express themselves without the risk of violence or other repercussions.
- Being aware of our tone of voice and body language are as important as what we say during a disagreement.
- Trying to understand each other better by recognizing and/or accepting each other's point of view is an important step to reaching mutual understanding. When we are willing to open up to each other and see a situation from our partner's side, it will help us to really communicate rather than argue.

## Wrap Up

(10 minutes)



(5 minutes)



1. Ask the participants to find time in the week to discuss a recent argument or source of disagreement with their spouse. Couples should reflect on which communication style was used at the time and try to discuss the issue again in a more assertive way. Each partner should have 5-10 minutes to discuss their side of the argument / source of disagreement, focusing on being calm, stating their feelings and needs, and expressing themselves respectfully. When listening, the other partner should listen respectfully without interrupting.
2. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program.

## The Four Basic Styles of Communication<sup>2</sup>

**PASSIVE COMMUNICATION** is a style in which individuals avoid expressing their opinions / feelings. As a result, passive individuals often do not respond to hurtful or anger-inducing situations. Instead, they allow grievances and annoyances to mount, usually unaware of the build-up until they have reached their high tolerance threshold for unacceptable behavior, at which point they may be prone to explosive outbursts. After the outburst, however, they may feel shame, guilt, and confusion, so they return to being passive.

### Passive communicators will often:

- not assert themselves
- allow others to deliberately or inadvertently infringe on their rights
- not express their feelings, needs, or opinions
- speak softly or apologetically
- not make eye contact and have a slumped body posture

### The impact of a pattern of passive communication is that these individuals:

- can feel anxious because life seems out of their control
- can feel depressed because they feel stuck and hopeless
- can feel resentful (but may be unaware of it) because they are unable to voice their views / needs.
- can feel confused and unsure of their own feelings
- can find that real issues are never addressed

### A passive communicator may say or believe:

- “I’m unable to stand up for my rights.”
- “I don’t know what my rights are.”
- “I get stepped on by everyone.”
- “I’m weak and unable to take care of myself.”
- “People never consider my feelings.”
- “I don’t deserve respect.”
- They may also believe that they deserve bad treatment from others.

1. **AGGRESSIVE COMMUNICATION** is a style in which individuals express their feelings and opinions and advocate for their needs in a way that violates the rights of others. Thus, aggressive communicators are verbally and/or physically abusive.

<sup>2</sup> Adapted from: UK Violence Intervention and Prevention Center. The four basic styles of communication. Retrieved from [https://www.uky.edu/hr/sites/www.uky.edu.hr/files/wellness/images/Conf14\\_Four-CommStyles.pdf](https://www.uky.edu/hr/sites/www.uky.edu.hr/files/wellness/images/Conf14_Four-CommStyles.pdf)



**Aggressive communicators will often:**

- try to dominate others
- use humiliation to control others
- criticize, blame, or attack others
- be very impulsive
- have low frustration tolerance
- speak in a loud, demanding, and overbearing voice
- act threateningly and rudely
- not listen well
- interrupt frequently
- use “you” statements to put blame on the other
- have an overbearing or intimidating posture

**The impact of a pattern of aggressive communication is that these individuals:**

- become alienated from others
- generate fear and hatred in others
- always blame others instead of owning their issues, and thus are unable to find a resolution

**The aggressive communicator may say or believe:**

- “I’m superior and right and you’re inferior and wrong.”
- “I need to be loud, bossy and pushy to get my way.”
- “I can dominate and intimidate you.”
- “I can violate your rights.”
- “I’ll get my way no matter what.”
- “You’re not worth anything.”
- “It’s all your fault.”
- “I react instantly.”
- “I’m entitled.”
- “You owe me.”
- “I own you.”

2. PASSIVE-AGGRESSIVE COMMUNICATION is a style in which individuals appear passive on the surface but are really acting out anger in a subtle, indirect, or behind-the-scenes way. People who develop a pattern of passive-aggressive communication usually feel powerless, stuck, and resentful – in other words, they feel incapable of dealing directly with the object of their resentments. Instead, they express their anger by subtly undermining the object (real or imagined) of their resentments.

**Passive-Aggressive communicators will often:**

- mutter to themselves rather than confront the person or issue
- have difficulty acknowledging their anger
- use facial expressions that don't match how they feel - i.e., smiling when angry
- use sarcasm
- deny there is a problem
- appear cooperative while purposely doing things to annoy and disrupt
- use subtle sabotage to get even

**The impact of a pattern of passive-aggressive communication is that these individuals:**

- become alienated from those around them
- remain stuck in a position of powerlessness
- discharge resentment while real issues are never addressed

**The passive-aggressive communicator may say or believe:**

- "I'm weak and resentful, so I sabotage, frustrate, and disrupt."
- "I'm powerless to deal with you head on so I must use other tactics."
- "I will appear cooperative but I'm not."

3. **ASSERTIVE COMMUNICATION** is a style in which individuals clearly state their opinions and feelings, and firmly advocate for their rights and needs without violating the rights of others. These individuals value themselves, their time, and their emotional, spiritual, and physical needs and are strong advocates for themselves while being very respectful of the rights of others.

**Assertive communicators will:**

- state needs and wants clearly, appropriately, and respectfully
- express feelings clearly, appropriately, and respectfully
- use "I" statements
- communicate respect for others
- listen well without interrupting
- have good eye contact
- speak in a calm and clear tone of voice
- have a relaxed body posture
- feel connected to others

- feel competent and in control of themselves and their emotions
- not allow others to abuse or manipulate them
- stand up for their rights and views, without taking away from others

**The impact of a pattern of assertive communication is that these individuals:**

- feel connected to others
- feel in control of their lives
- are able to mature because they address issues and problems as they arise
- create a respectful environment for others to grow and mature

**The assertive communicator may say or believe:**

- “We are equally entitled to express ourselves respectfully to one another.”
- “I am confident about who I am.”
- “I realize I have choices in my life and I consider my options.”
- “I speak clearly, honestly, and to the point.”
- “I can’t control others but I can control myself.”
- “I place a high priority on having my rights respected.”
- “I am responsible for getting my needs met in a respectful manner.”
- “I respect the rights of others.”
- “Nobody owes me anything unless they’ve agreed to give it to me.”
- “I’m 100% responsible for my own happiness.”

Assertiveness allows us to take care of ourselves, and is fundamental for good mental health and healthy relationships.

# Managing Anger without Violence

Week

19

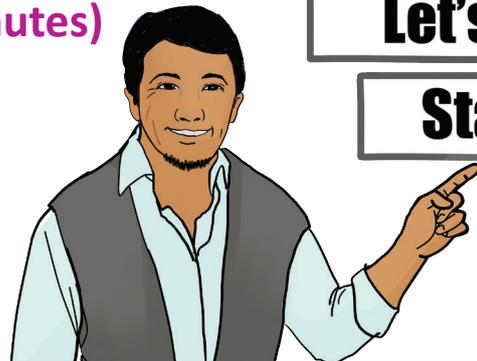
**Total Time: 2 hours**

**Materials Needed:** Radio and episode recording.

**Aim:** The aim of this week is to discuss how to manage anger without turning to violence. By learning practical anger management skills, participants will understand that it is their responsibility to control their anger and will feel more able to do this in difficult situations.

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group about the different styles of communication and the importance of being able to communicate calmly, respectfully, and assertively with one another – even during a disagreement or conflict.

(25 minutes)



2. Ask 2-3 people in the group to share what they discussed in their at home discussion. Use the questions below to guide you:
  - *What was the style of communication that you and your spouse used in the past conflict that you discussed?*
  - *Were you and your spouse both able to communicate about the issues again using an assertive style of communication?*
  - *What difference did communicating this way make to the discussion / argument?*
  - *Did you find a resolution that suited both of you?*



**Let's  
Listen**

**(30 minutes)**

### Radio Program Highlights

This week's episode takes the audience back to Padam and Tara's home where Tara is annoyed and upset after realizing that Padam has sold their goat without consulting with her. When Padam gets home, Tara tries to explain to him that she was saving the goat, so she could sell it to support her after delivery. Tara soon realizes that Padam is drunk and

she gets even more angry at the thought that he has used the money from the goat for alcohol. Tara is so upset that she starts shouting at Padam and eventually hits him. In response, Padam pushes her back and Tara falls to the ground and is hurt. Tara's younger cousin comes in to the room, sees Tara on the floor, and quickly runs outside and starts calling for help. Manarupa and Surya happen to be passing by – they came to check that Tara was ok after Padam's last outburst at the hotel – when they hear the cousin calling. They run in to the house. Manarupa comforts Tara and tells Padam to arrange for Tara to go to the local clinic as soon as possible to make sure her and the baby are ok. Padam goes to find his brother to drive them to the clinic.

In the next scene, Surya goes to visit Padam and find out how Tara and the baby are. Padam says they are still at the clinic. Padam initially tries to justify his actions, saying Tara pushed him, but Surya will not accept this stating there is no excuse for violence no matter if it is perpetuated by a man or a woman. Surya tells Padam that he needs to learn to manage his anger, not only for his relationship with Tara, but also for his own health and happiness, particularly with a new baby on the way. Surya gives Padam some practical tips for managing his anger and Padam says he will try. At the end of the episode, Padam gets a call that Tara has gone in to labour and rushes out of the house.

**Vox Pop:** What do you do if you are get angry with your partner for some reason? How do you stop yourself from becoming too angry or violent in an argument?

**Interview:** An expert covers how to manage anger without violence and why that is important.

1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 19 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.

1. Bring everyone back to the main group. Once everyone is sitting down quietly, then you can start the main facilitated discussion, using the questions below to guide you:

- *Why do you think Padam sold the goat?*
- *When Padam arrived home drunk, it made Tara very angry. Instead of being passive like usual, she began shouting and hitting Padam. What are your thoughts about the way Tara reacted with Padam? Why do you think she reacted in that way?*
- *How should Padam have reacted to Tara's outburst?*
- *When Surya came to see Padam he says that 'anger is an emotion, but violence is a choice' – what do you think he meant by this?*
- *Many people shared in the radio program about what they do when they are angry with their spouse. Can you share what you do when you are angry?*
- *After listening to the expert in the radio program, how do you analyze your own behavior? Do you think you might react/ behave in a different way from now onwards when you feel the anger?*

(20 minutes)

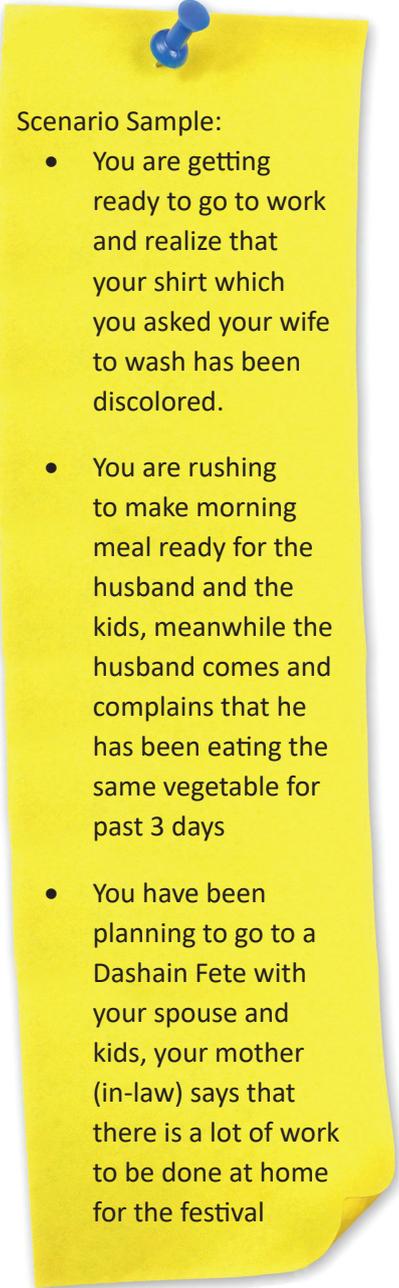


(30 minutes)

1. Explain to the participants that, shortly, you will be asking for volunteers to participate in a game. The game will be played by two participants, who will be given a scenario and asked to fight (verbally) and give rude remarks to each other. The scenarios can be similar or the same as those given in the box. Explain that the

reactions should be instant and the person who has the last say will win the game.

2. Once everybody understands the rules of the game, ask for two volunteers. Ask them to select a scenario (or give them a scenario) and let them begin to argue back and forth.



Scenario Sample:

- You are getting ready to go to work and realize that your shirt which you asked your wife to wash has been discolored.
- You are rushing to make morning meal ready for the husband and the kids, meanwhile the husband comes and complains that he has been eating the same vegetable for past 3 days
- You have been planning to go to a Dashain Fete with your spouse and kids, your mother (in-law) says that there is a lot of work to be done at home for the festival

3. After 3 minutes, ask them to stop.
4. Now, ask the volunteers to reenact the same scenario. However, this time after the initial remark, ask each participant to focus on their breathing and count to 5 in their head before responding.
5. After 3 minutes, ask the volunteers to stop.
6. Ask them how they felt during the first and second round. (Possible responses: finding it more difficult to respond/react with the same level of aggression when they were allowed to respond instantly, feeling in more control of their emotions in the second round.)
7. Explain that *“there are many ways to manage anger and learning to ‘manage anger in the moment’ can be very effective. When we give ourselves some time, even if it is only 5 seconds, it allows our rationale mind to catch up with our feelings and it helps us to be more reasonable. Also it gives us a moment to think about the situation and analyze if our response is appropriate to the situation. This directly reflects in our reaction/behavior and can mean a situation does not escalate to violence.”*
8. Spend 5 minutes with the group as a whole brainstorming other techniques to manage anger. Write down the suggestions as they are mentioned so that everyone can see. Remind the group to think back to the radio program and some of the advice that was given by the different characters such as Surya and the expert. Use the list provided in the Facilitator’s Notes on page 51 (Anger Management Tip 3) to help you complete the written list.
9. Once everyone is happy with the list of ways to manage anger, tell the group that they will have 5 minutes in pairs to practice some of the techniques. Explain that they should start with a typical domestic argument and after a few minutes, use one of the techniques to try and stay calm and positive rather than letting the argument escalate.
10. Divide the group into pairs and give them 5 minutes to complete the exercise.
11. After 5 minutes, bring the group back together and discuss how they found the techniques.
12. End by reinforcing that ‘anger is an emotion, but violence is a choice’ and we can always choose to react in a positive manner by learning and practicing to manage our anger.

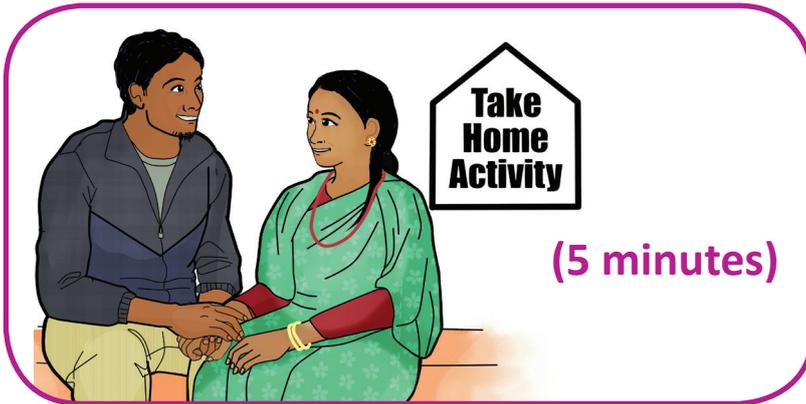
1. Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- Anger is a perfectly normal human emotion and, when dealt with appropriately, can even be considered a healthy emotion. However, out-of-control anger can damage your relationships, affect your judgment, get in the way of success, and have a negative impact on the way people see you. So it is important to learn to manage anger.
- Simple tips such as breathing or counting can reduce anger in the moment and stop an argument from escalating into physical violence.
- Anger management also means recognizing what makes you angry as early as possible and either avoiding those situations or expressing these feelings and frustrations in a cool and calm way.
- Like any other skills, anger management takes practice, but it is possible to learn to manage our anger.
- While you can't control another person's anger, you can control how you respond to it:
  - Set clear boundaries about what you will and will not tolerate.
  - Wait for a time when you are both calm to talk to your spouse about the anger problem. Don't bring it up when either one of you is already angry.
  - Remove yourself from the situation if your loved one does not calm down.
  - Put your safety first. If you feel unsafe or threatened in any way, get away from your loved one.
- Remember you are not to blame for your spouse's anger management problem, and there is no excuse for physically, verbally, and/or emotionally abusive behavior.

(10 minutes)

## Wrap Up





“One of my group members shared that when her husband got angry, he would tear her clothes or even burn them. After participating in the Change program she says that he does not do anything of that sort.”

Laxmi Hamal, Group Facilitator, Kapilvastu

1. Ask the group to find 15 minutes with their spouse during the week and make a list of things that make them angry. It could be things like hunger, waiting, tiredness, being told what to do, when things do not go as planned, not feeling appreciated. Remember that these are the ‘triggers’ for your anger.

Once you have the list, talk about how your bodies feel when you are angry, so that you are better able to recognize anger building in yourself and your spouse. Also discuss ways to manage your anger in these situations, for example: having a cooling off period, going to bed earlier, getting a message from your spouse that they will be late, having a cup of tea, taking a walk, etc.

2. During the week, try to practice what you discussed/agreed and see if you are able to recognize when you are becoming angry and manage your own anger better.
3. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting, which is a couples’ session. Ask participants to encourage their friends and family to listen to the radio program.

## Anger Management<sup>3</sup>

Anger management is a term used to describe the skills needed to recognize that you, or someone else, is becoming angry and take appropriate action to deal with the situation in a positive way.

### Anger Management Tip 1: Explore what's really behind your anger

Anger problems often stem from what a person learns as a child. If someone has watched others in their family scream, hit each other, or throw things, they might think this is how anger is supposed to be expressed.

#### Anger is often a cover-up for other feelings.

In order to express anger in appropriate ways, it is important to understand our real feelings. Often anger can be hiding other feelings such as embarrassment, insecurity, hurt, shame, or vulnerability.

By recognizing the emotion behind the anger, we can begin to deal with that emotion rather than covering it up with anger.

Anger can also be a symptom of underlying health problems, such as depression, trauma, or chronic stress – so it is important to recognize this and seek help.

### Anger Management Tip 2: Recognize anger warning signs and triggers

While it might seem that people can explode without warning, there are usually physical warning signs that anger is building. Recognizing these signs in ourselves and others will allow you to take steps to manage your anger before it boils over.

- Be aware of how anger feels in your body. Physical signs of anger can include: tense / knotted stomach, hands or jaw clenched, tense muscles, feeling clammy or flushed, pounding heart, faster breathing.
- Identify negative thoughts that trigger anger. People often think that external things—frustrating people or situations—are causing anger. But anger problems have more to do with negative thinking patterns, such as having a rigid view of the way things should be, and getting angry when reality doesn't match up, overlooking the positive things while letting small irritations mount, or blaming others for bad things that happen rather than taking responsibility.
- Recognize situations that trigger anger. Stressful events don't excuse anger, but understanding how these events can affect anger can help to avoid unnecessary aggravation.



<sup>3</sup> Adapted from: Mayo Clinic Staff. (2017, March 4). Anger management: 10 tips to tame your temper. Mayo Clinic. Retrieved from <http://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/anger-management/art-20045434?pg=1>; Segal, J., & Smith, M. (2017, April). Anger management: Tips and techniques for getting anger under control. Helpguide.org. Retrieved from <http://www.helpguide.org/articles/emotional-health/anger-management.htm#healthier>.

### Anger Management Tip 3: Learn ways to control anger

Once you recognize the warning signs, you can take steps to manage your anger before it gets out of control.

#### 1. Exercise

- Exercise (even just a walk) relieves stress, lowers blood pressure, and can improve your mood.
- It can also put space between you and the stressful or frustrating situation, giving everyone time to calm down and think.
- Exercising before entering a situation that may lead to anger, can help keep to stabilize our mood.

#### 2. Manage stress

Stress can lead to anger so it is important to take steps to relieve pressure and regain control.

- Make time for fun and relaxation with friends and family. Your friends and family don't have to be able to fix your stress; they just need to be good listeners.
- Practice relaxation techniques such as yoga or meditation.
- Adopt a healthy lifestyle. Getting enough sleep, eating well, avoiding too much alcohol or sugar, can increase your resistance to stress and make it easier to manage anger.

#### 3. Manage anger in the moment

In certain situations it is important to be able to control your emotions in the moment:

- Focus on the physical sensations of anger. Tuning into the way your body feels when you're angry often lessens the emotional intensity of your anger.
- Think before you speak. Take a few moments to collect your thoughts before saying anything to avoid saying something you will regret and allow others involved in the situation to do the same.
- Use I statements. This can help you avoid being critical or hurtful. Be respectful and specific. For example, say, "I'm upset that you left the table without offering to help with the dishes," instead of, "You never do any housework."
- Take some deep breaths. Deep, slow breathing helps stop rising tension.

Breathe deeply from the stomach, getting as much air as possible into your lungs.

- Slowly count. Focus on the counting to let your rational mind catch up with your feelings. If you still feel out of control by the time you reach ten, start counting again.
- Take a moment to think about the situation. Ask yourself: How important is it? Is it really worth getting angry about it? Is my response appropriate to the situation?
- Take time out. If you can feel anger building beyond your control leave the room / the situation until you feel calmer.
- Talk when things are calm. When the situation is calm again try to express your frustration in an assertive way. State your concerns and needs clearly and directly, without hurting others or trying to control them.

#### **Anger Management Tip 4: Know when to ask for help**

Asking for help is not a sign of weakness. When anger gets out of control and causes people to do things they regret or hurt those around them it may be time to ask for help. Some signs might be:

- Feeling constantly frustrated and angry no matter what you try.
- Anger causing problems at work, with family and friends, or with a spouse.
- Fear of new events and people in case you can't control your temper.
- Getting into trouble with the law due to anger.
- Anger leading to physical violence.

Week

20

# Making Decisions Together

## COUPLES WEEK

### Total Time: 2 hours

**Materials Needed:** Radio, episode recording, copies of the 'Decision-Making Tool' on page 59 (enough for all couples), copies of the 'Scenarios' Exercise Sheet on page 60 (have the scenarios cut out in advance of session), and pens (enough for all couples).

**Aim:** The aim of this week is to focus on supporting and encouraging positive behavior change and the importance of couples working as a team to make decisions even when close family, friends, or the wider community may be expecting them to behave differently. By building the capacity of the couples to use communication, problem solving, and empathy when faced with a decision, they will feel better equipped to deal with day-to-day decisions collectively.



(15 minutes)

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind everyone about different ways to manage anger and the importance of remembering that although anger is an emotion, violence is a choice. Highlight to the group that anger management also means recognizing what makes us angry as early as possible so that we can either avoid those situations or express our feelings and frustrations in a cool and calm way. End the review by asking the group if they can remember any of the ways to manage anger that were discussed last week.
2. Ask members of the group if anyone wants to share any thoughts or feedback from last week's homework, and the discussions they had with their spouse about what makes them angry. Use the questions

below to guide you:

- *Did you and your spouse have similar or different triggers for your anger?*
- *Had you ever thought about what triggered feelings of anger in yourself or your spouse before?*
- *How does anger affect you and your spouse physically? Were these physical affects the same or different for you both?*
- *Did you discuss any strategies for staying calm? What were these?*

## Radio Program Highlights

The drama opens with Manarupa, Surya, and Arjun discussing Padam, who has just been to deliver the milk for Tara. They both notice that although it has not been easy for him, Padam has been making a real effort to be a better husband and father since Tara had her baby.

Manarupa and Surya have decided not to have another baby due to health risks. They come to this decision through good communication as a couple and decide to both tell Surya's parents together. Although Surya's mother is not pleased to hear that they will not have another baby, his father supports them and congratulates them on making a difficult decision together.

**Vox Pop:** How do you support each other in difficult circumstances / through difficult decisions especially if your other family members disagree with your choices?

**Interview:** A couple shares how they handle decision-making regarding important/difficult household matters, including how to share that decision with other family members jointly, and convince the family if they are not happy with the decision. A discussion on the IVR poll result for 'who makes the financial decisions in your household' is also included here.

(30 minutes)



1. Before you play the program make sure everyone is sitting comfortably and remind the group to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 20 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.



Bring everyone back to the main group. Once everyone is sitting down quietly, you can start the discussion, using the questions below to guide you:

- *In the radio program, we heard how Padam is trying hard to fulfill his responsibilities as a good husband and a father. What were your thoughts when you heard this? Do you think it will be hard or easy for him to change and maintain this new positive behavior?*
- *What might be the risks or triggers that could cause him to return to his old behavior? (Suggested response: alcohol, stress, not feeling his efforts are appreciated, peer pressure, family influence)*
- *How can Padam avoid such risks so he stays motivated to do his best for his wife and child? (Suggested response: not spend time with friends who drink or encourage less positive behavior, talk about any stress that he is feeling, acknowledge that it is hard and ask for help if needed, spend quality time with his family)*
- *What do you think people around Padam (his friends, family, and Tara) could do to encourage and support him to continue such behavior? (Suggested response: appreciate and acknowledge that he is trying, talk about the positive benefits of his new behavior, express that it is hard, but how good it is that he is trying, make an effort to do things together as a couple or a family)*
- *What steps did Surya and Manarupa take to make their decision about whether or not to have a baby? Do you think it was a good way to come to a decision as a couple? (Suggested response: assessed their situation, analyzed possible outcomes of having a baby, discussed about the risks they might be taking and decided together to not have another baby)*
- *What is the advantage of joint decision-making as a couple? How do both spouses benefit from making decisions together? (Suggested response: all the responsibility and stress of making a decision is not just with one person, you get a different perspective and new ideas that might help with the decision-making, if both spouses are part of the decision-making you will do your best to make it work – you get to share the credit and the good outcomes from that decision and if it was not the right decision, you get to share the burden and work together to improve the situation)*

- *We also heard that Manarupa and Surya told Surya's parents together about their decision regarding not having a second child. What are your thoughts on that? Do you think it is important for a couple to stand together in this way even when other family members are in disagreement?*
- *What decisions do you make as a couple? Did you agree with the poll results about financial decisions? (When discussing this, highlight how couples should try to make all major decisions together including finances, decisions regarding the household, children, etc.)*

1. For this week's activity, explain to the group that they will work together with their spouse. They will go through a problem that will be presented to them and will make a decision about what to do next.

2. To help them do this, you will give them a scenario, for example: a couple trying

to decide whether to have a baby, and also a 'Decision-Making Tool' (included at the end of the section), which they will work through step-by-step.

3. Read out an example scenario and the steps from the Decision-Making Tool one by one, ensuring that the group is clear on how it works and what they need to do.

4. Ask the group to sit with their spouse and give each couple a number between 1 and 5. All the couples with number 1 should get scenario 1, all those with number 2 get scenario 2 and so on. The 5 'Scenarios' are provided in the Exercise Sheet (page 60). Give each couple a copy of the Decision-Making Tool.

5. Once each couple has one of the five scenarios and a copy of the Decision Making Tool, give them 15-20 minutes to work through the Decision-Making Tool as a couple, providing support and guidance if required.

6. Once everyone has finished, ask the couples to tell the rest of the group what their scenario was, what decision they made, and how they came to that decision using the Decision-Making Tool. Encourage couples to also share what they learned from the exercise.

(40 minutes)

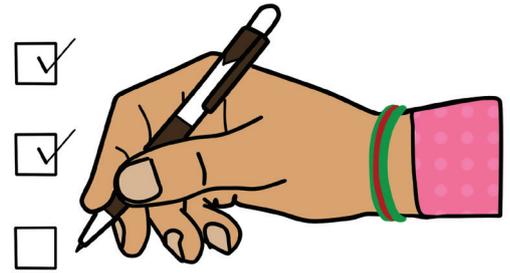


Drawing from the discussions in today's session, summarize the key points of the day including:

- There are so many decisions we face in our lives, if we make them together with our spouse it will lessen the burden and stress that can come with having to make important decisions ourselves.
- Making decisions as a couple is not so much about what you decide on, but rather how you go about the process of working through the steps towards making a final decision.
- If you approach each decision in the same way – breaking it down, discussing the options, and deciding on the solution together – then over time it will become easier and more natural to discuss and make decisions together.

## Wrap Up

(10 minutes)



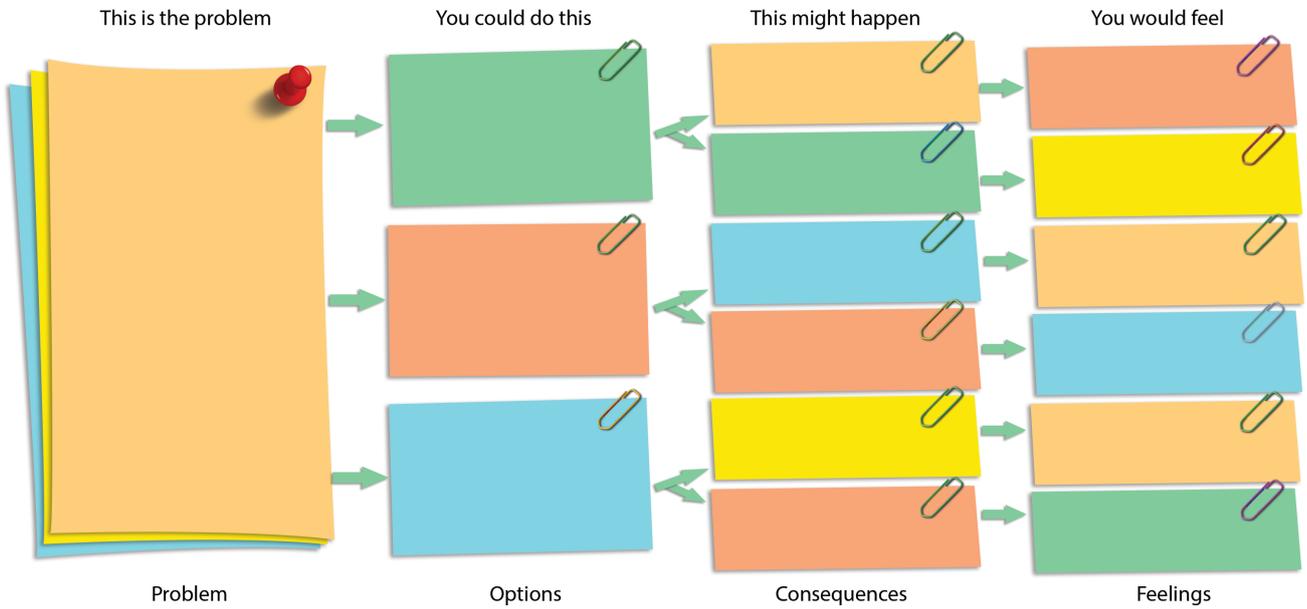
1. Ask participants to think of a problem or decision that they are facing at the moment. During the week they should take 15 minutes to follow the same steps they used in the decision-making tool exercise to come up with a solution or decision that they both agree on.



(5 minutes)

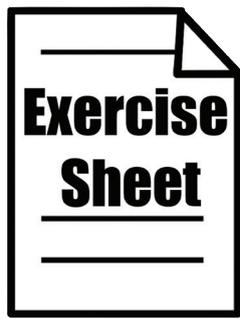
2. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program and call the IVR line.
3. Remind everyone of the numbers for the IVR line are and that it is toll free (does not cost them any money to call these numbers).

# Decision Making Tool



Our preferred decision is: \_\_\_\_\_

<sup>4</sup> Handout adapted from one used by UNICEF in their 'Life Skills Based Education for Drug use Prevention' training manual



## The Scenarios

### Scenario/Problem 1:

Radha and Sohan have been married for 3 years. Initially, both of them agreed to not have a child immediately after marriage as both of them wanted to be economically independent first. But now Sohan feels that they should have a child. Radha is hesitant as she just started a new job, and knows that having a child will affect her ability to work. She enjoys working and would want to continue working even after having a baby. She got this job after lots of struggle and wants to work for longer before getting pregnant. Sohan understands, but also worries that delaying the pregnancy might invite complications as Radha is already close to 30 years. What should they do?

### Scenario/Problem 2:

Laxmi and Seshkanta are a happily married couple, with a 2 year old child. Their financial situation is not so good. Seshkanta is a farmer, he works on a small piece of land that they own and generates some income from there, but it is not much. He also takes on some tasks once in a while for extra money. Laxmi just got some training in dairy farming and wants to sell that land to use that money for opening a dairy farm, as she knows that their needs will keep increasing and they need to find an alternative/better source of income. But both Laxmi and Seshkanta are also thinking of the risks. If the business does not go well, they could lose the land and also all the money. They are not sure what to do. What should they do?

### Scenario/Problem 3:

Ramesh and Shital have been married for 3 years and are living in a joint family. Ramesh has to go to other districts quite frequently for his work for 2-3 weeks at a time, during which Shital is left alone at home, with her in-laws. It is very difficult for Shital when she is by herself as her in-laws create lots of trouble, are not supportive, and are always rude to her. They also burden her with all the household chores, which make her very exhausted all the time. Shital finds that the situation with her in-laws is better when Ramesh is around. Ramesh understands Shital's situation and feels bad for her, but at the same time he also knows that his parents will not like it (and might be hurt) if he asks them to not do that or support her with work. They might even feel that he is taking her side and not respecting them. How can they make this situation better for Shital?

#### Scenario/Problem 4:

Maya and Shyam have been married for 8 years. They have always been living with Shyam's mother and Maya's relationship with her mother-in-law has not been great from the beginning. They have started to fight more frequently in the past few months. Although Shyam can see that it is his mother who is more unreasonable and rude most of the time, which triggers the fights between them, he feels helpless as he loves and respects his mother very much. Also, as his mother is sick, he is more empathetic to her and Maya does not like that. She feels like she has always been a second priority for Shyam. So she has been pressuring Shyam to be separated from his mother and live by themselves. What is the best decision for them in this situation?

#### Scenario/Problem 5:

Hari and Asha are a married couple, with 3 children. Their financial situation is not so good, in fact, they always find that their money is running out at the end of each month. Hari works in a local hotel and does not get that much. But he is just educated until high school and has not been able to find better jobs. Asha is uneducated and takes care of the family/children. What decisions can they make regarding savings/spending their money so that they can have a better financial situation?

**Total Time: 2 hours**

**Materials Needed:** Radio and episode recording. Prior to the session, try to find out the details of available alcohol / gambling support services in your community. Bring these details with you, to provide to the group at the end of the session.

**Aim:** The aim of this week is to discuss the role that alcohol can play as a trigger for violence, as well as the impact excessive drinking can have on an individual and a marriage. Other negative behaviors, including gambling, will also be discussed, and by the end of the session, participants will have identified practical ways to reduce negative behaviors such as: excessive alcohol use / gambling and will understand the benefits of doing that.

**(15 minutes)**

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group about the important role of family members and friends to support men who are trying to stop being violent in their relationships – including acknowledging and appreciating their efforts both through our words and actions.

Also highlight the discussions last week regarding why it is important that we make decisions, including financial decisions, together as couple. End the recap by asking the group if anyone can remember the steps involved in making a decision that were covered in the Decision-Making Tool (page 55).

2. Ask 2-3 people in the group to share how the 'take-home' task went. Use the questions below to guide you:
  - *What decision did you discuss together?*

- *Was this the first time you discussed such a decision together?*
- *Did you follow the steps laid out in the Decision-Making Tool? How was that?*
- *Were you happy with the decision that you came to?*

## Radio Program Highlights

The drama opens in Padam and Tara's house. Padam is helping to give an oil massage to the baby. Tara tells him to be careful with how he is handling the baby and he gets a little bit annoyed with her, but manages to hold his temper. The scene ends with Padam going to the market to get new clothes for their son's naming ceremony. He tells Tara he has the money from delivering the milk to the hotel.

Manarupa comes over to the house to see Tara. They talk about how Padam is doing better, but he can still get annoyed by little things. Manarupa encourages Tara to support Padam and tell him that she appreciates when he does good things for her and the baby. Tara hopes his family and friends also support him and do not encourage him to return to his previous bad habits like drinking and gambling.

Later that night, Padam comes home late drunk, without bringing any clothes for his son. He has spent all the money gambling with his friends. When Tara refuses to have sex with him, Padam gets angry. He beats her and forces her to have sex with him.

**Vox Pop:** What impact can excessive alcohol use by one or both spouses have on a marriage?

**Interview:** A person (with his spouse), who used to be addicted to alcohol, shares how he was able to overcome the addiction.

(30 minutes)



1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 21 – and listen together as a group.
3. When the program is finished, give people a 5-minute break, or an energizer before starting the 'Let's Talk' session.



**(20 minutes)**

Bring everyone back to the main group. Once everyone is sitting down quietly, you can start the discussion, using the questions below to guide you:

- *How did that episode of the radio program end? What happened between Tara and Padam?*
- *It seemed Padam was doing better and being responsible for his wife and child and yet he ended up gambling, drinking, and being violent. What do you think caused/triggered it?*
- *How do you think Padam will feel when he wakes up in the morning? (Suggested response: He will feel guilty/ashamed and this may make him drink more). What about Tara?*
- *Do you think this happens in our community too – drinking and gambling triggering violence in the families and men getting more aggressive?*
- *What is the role that Padam's friends play in his drinking and gambling? What behavior is more accepted by our society - when men drink or when women drink?*
- *If a man chooses not to drink, what would be the reaction of his friends? Is it expected that men will drink? How can we change this view?*
- *What do you think are the negative impacts that drinking excessively like this will have on Padam? (Suggested response: health problems – alcohol affects the heart, liver, and brain, increased feelings of depression / feeling low, less money for his family if he spends it on drinking, risk losing your job – either because he is drunk or too hungover to work properly, more irritable, less able to control his emotions, more likely to be violent, problems in relationships with friends, family, spouse, make bad decisions)*
- *What about the impact on Tara and their child? (Suggested response: more chance of experiencing violence from Padam, more arguments, more fear as can't predict how he will behave, less money for the household, blaming herself and feeling depressed / low / stressed which can also affect her ability to produce milk for the baby, affect Padam's ability to bond with his child, increased stress and violence in the house, which causes trauma for the baby and can affect healthy development and lead to problems later in life.)*
- *What do you think should happen next?*

1. Introduce the activity as a practice to think through how to help someone who is drinking/gambling too much. Everyone is going to imagine that they are the friends and family of 2 men who drink too much and 1 man who gambles too much. It is their role to give advice to their friends about how they might stop drinking.

(40 minutes)



2. Explain you will be reading out descriptions of why each friend might drink/gamble and they will work in groups to think of what advice they can give that friend to stop his drinking or gambling. The group who comes up with the best advice (as decided by the group) will win a point.
3. Divide the participants into 2 groups and read out the first description from the 'Descriptions/Reasons for Drinking & Gambling' Exercise Sheet (page 68).
4. Give them 5 minutes to discuss as a group what advice they would give.
5. Ask the groups to share their advice, discuss, and decide on which group will win the point for having the best advice.
6. Do the same for the other 2 descriptions on the Exercise Sheet (page 68).
7. Once you have gone through all 3 descriptions, summarize by adding any additional advice that may have been missed. Refer to the Facilitator's Notes (page 69) for this.
8. End by reading out the list of potential warning signs that a person is drinking too much. Do not ask anyone directly if they drink too much, but ask them to listen to the signs and reflect privately whether they, their spouse, or any friends or family is drinking too much.

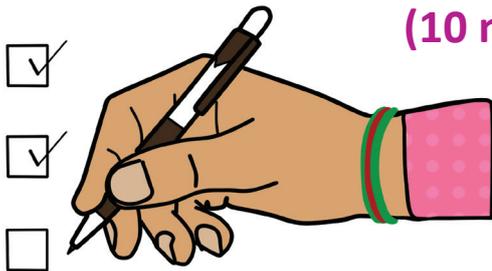
*Signs we may be drinking too much:*

- *Feel guilty or ashamed about your drinking.*
- *Lying to others or hiding your drinking habits.*
- *Having friends or family members who are worried about your drinking.*
- *Needing to drink in order to relax or feel better.*
- *"Black out" or forget what you did while you were drinking.*

- *Regularly drink more than you intended to.*
- *Thinking about drinking and when you will get your next drink often.*
- *Regularly waking up with a hangover.*
- *Spending money that the family needs on alcohol.*
- *Regularly drinking in the day.*

9. Discuss/provide the names, phone numbers, and locations of any services or organizations in the area (including health services) that provide counseling and support for those struggling with addiction.

## Wrap Up



**(10 minutes)**

Drawing from the discussions in today's session, summarize the key points of the day including:

- Excessive drinking of alcohol negatively affects both spouses and their children, and increases the likelihood of violence in the relationship.
- When we drink too much it can worsen negative feelings and this may lead to drinking more.
- There are steps we can take to reduce how much alcohol we drink, such as avoiding situations where alcohol is present, asking for help, or spending more time at home.
- If we notice that members of our friends or family are drinking too much alcohol or are trying to reduce how much alcohol they drink, we should support and encourage them.
- Drinking excessively is not something that men should be expected to do 'because they are men'. We should work together to educate our communities about the negative consequences of excessive alcohol use and acknowledge men who don't drink as positive role models.

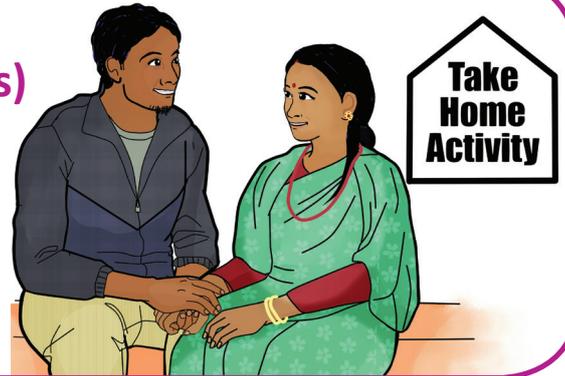
1. Ask participants to take 30 minutes during the week to talk with their spouse about alcohol. Questions for the discussion are:

- Do you and your spouse need to reduce the amount of alcohol you drink?
- How can you use the advice discussed in today's session to reduce how much you drink this week?
- Can you discuss the advice they learned today with a friend, family member or neighbor?

2. Before closing, remind the group of the local services available for anyone suffering from addiction. Encourage anyone who has been affected by the discussion today and thinks they or a friend / relative has a problem with alcohol or gambling addiction, to seek help either from someone they trust or from a professional.

3. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program and call the IVR line.

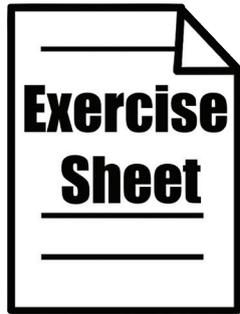
**(5 minutes)**



“Before I joined the Change project group meeting, I used to spend time with my friends and we used to drink a lot. But now I have learned that if I avoid company of friends who drink alcohol then it will help me to cut down on my alcohol consumption. So now I spend more time at home than with those friends.”

Saroj Neupane, Group Member, Kapilvastu

## Descriptions/Reasons for Drinking & Gambling



### Description/Reason 1 - For Drinking Alcohol

All of his friends/neighbors like to meet in the evening in a local place, talk, enjoy themselves, and drink. If he stops drinking, he is worried that he might eventually be out of the friend's circle and will have no one around. Also, drinking with friends is fun and it relieves him from stress. While drinking, he is able to forget all tensions and stress from work and other things and relax.

### Description/Reason 2 - For Drinking Alcohol

He often feels low and drinking helps to make him feel better. When he drinks he can forget everything and feel like a different person. When he wakes up in the morning after drinking the night before, he usually feels worse than ever, but this just makes him want to drink again.

### Description/Reason 3 - For Gambling

He started gambling because the money that he earned from work is just not enough to take care of the needs of him and his family. He also does it because he enjoys drinking and gambling and it is a fun way to pass the evening with friends. He tries to manage how much he loses, but if he has money in his pocket, he often finds it difficult to stop and sometimes he gets too drunk to remember how much he has lost.

## FACILITATOR'S NOTES

### Simple Advice to Help Reduce Alcohol Consumption:

- Stay home in the evenings with family and friends.
- Meet up with friends in the day or in places that there is less chance you will drink.
- Tell your friends and family that you are trying to drink less and ask them to support you.
- Drink slowly and drink water between alcoholic drinks.
- Write a list of all the reasons why it is good to drink less (less arguments, feeling healthy, better at work).
- Don't have alcohol in your house.
- Set yourself a goal of reducing your drinking week by week, either by having drink free days (and increasing these each week) or by limiting yourself to only 3 drinks a night, then 2, then 1.
- Only have enough money in your pocket for 1 or 2 drinks.
- Think about the reasons you drink (the triggers) and try to avoid or reduce them.
- **\*Go and see a doctor or local organization who can provide professional help for people with an alcohol addiction.**



### Simple Steps to Reduce Gambling:

- Make a list of all the positive reasons for stopping gambling (more money, less arguments, avoiding feeling negative when you lose).
- Hand over control of your money to your spouse.
- Tell others you are trying to stop gambling and ask they support you.
- Find other activities to do with friends.
- Play cards or games but don't include money or gambling.
- Do not meet up with friends when you know they are meeting to play cards and gamble.
- Wake up in the morning and set yourself a goal "I will not gamble today".
- Try to not gamble for one week and see how much money you save.

- If you go out with friends only take a little bit of money so that if you do gamble, you don't lose too much.
- Don't mix drinking and gambling.
- **\*Go and see a doctor or local organization who can provide professional help for people with an alcohol addiction.**

**\* While there are simple steps you can take/advice you can give to friends or family to try and manage alcohol or gambling habits, remember that alcohol and gambling addiction is an illness and, where possible, you should try to seek professional/medical help, particularly if the addiction is impacting you or your families health and well-being.**

# Sharing & Responding

Week

22

## Total Time: 2 hours

Materials Needed: Radio, episode recording, flipchart paper, and thick pens.

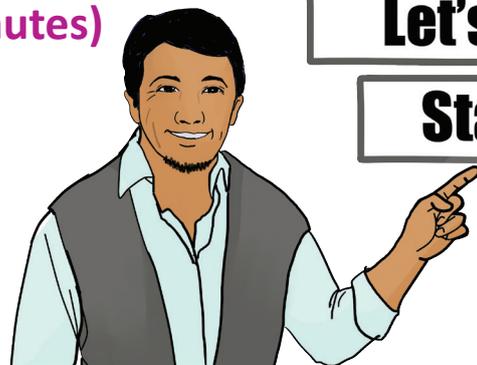
Aim: The purpose of this week is to identify, discuss, and provide alternatives to concerns that prevent women talking about the violence they are experiencing in their marriages. Additionally, the group will discuss how to respond to those experiencing violence in a supportive way. Through the discussions and tasks, the group will critically reflect on the existing norm that violence is a private matter and develop skills and strategies, including empathy, good communication skills, and problem solving that will help them provide support to those who may disclose violence.

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group about the negative impact of excessive alcohol use and the tips that were discussed to reduce how much alcohol a person drinks.

2. Ask those who want to share how the 'take-home' exercise went. They do not have to share what was said, but simply how the experience was. Use the questions below to guide you:

- *Did you or your spouse drink less than usual this week?*
- *Did you share any of the information or advice you learned with a friend, family member, or neighbour?*
- *How did that go - was it difficult or easy to start that conversation?*

(15 minutes)



Let's

Start



**Let's  
Listen**

**(30 minutes)**

### Radio Program Highlights

Tara is crying, but her mother-in-law is not supportive and tells her to stop crying and focus on her grandson – they have a lot to do to prepare for the naming ceremony. Manarupa enters as the mother-in-law leaves and sees how the mother-in-law is speaking to Tara. She also notices immediately how upset Tara is and asks her what is wrong. Tara confides in Manarupa who listens and provides comfort. She

reminds Tara that she is not alone and that there is help available if her or her baby's safety is at risk. They go to the doctor together so Tara can be checked.

**Vox Pop:** What is the best thing those close to you can do if you go through a difficult phase in your marriage?

**Interview:** Manarupa conducts the interview with LDG members and their families - those who have shared their personal issues in the group and have been supported by others. They are asked: How does it feel to share a difficult personal story with someone you are close to? How does it feel when someone close to you shares a difficult personal story with you?

1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 22 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.

Bring everyone back to the main group. Once everyone is sitting down quietly, you can start the discussion, using the questions below to guide you:

- *How does Tara's mother-in-law react when she sees that Tara is upset? Why do you think she responded this way?*
- *How did Manarupa's response to Tara differ from the mother-in-law's?*

**(20 minutes)**



- *Whose response was more supportive for Tara? Whose response was more typical of the kind of responses you hear in the community when someone discloses violence?*
- *Do you think Tara should have told Manarupa what had happened to her? Was it disrespectful to her in-laws to talk in this way? (Suggested response: No, it is important that those experiencing violence feel they can tell others without judgment, shame, or stigma. Fear of judgment or shame is a major reason why women experiencing violence do not ask for support and can also blame themselves for the violence they experience. **Emphasize that a woman experiencing violence is never to blame. Remember, violence is a choice made by the perpetrator, not the victim.**)*
- *Was Manarupa interfering when she asked Tara what was wrong? (Suggested response: One of the main challenges for stopping IPV between married couples is that it is seen as a private matter. Women are often expected to keep quiet and not talk about the violence that is happening to them, and other's stay silent and do not try to help. However, this reinforces the idea that violence in the home is acceptable. In order to prevent IPV, we have to begin speaking out and reaching out to those experiencing violence in their homes.)*
- *Marital rape is a crime and yet Manarupa did not force Tara to go to the police. Was this right response? (Suggested response: Yes, we can advise those we are supporting about what their options are, but we should never force them to do anything they do not want to. This includes going to the police, confronting their husband, or speaking to a village community group. Whatever happens next should be decided by and controlled by the woman who has experienced violence.)*
- *When Manarupa leaves with Tara, she speaks to Tara's mother-in-law in a kind and calm way. More importantly, she does not mention that Tara was raped and does not shame the mother-in-law for Padam's actions and her inactions. Why do you think she speaks in this way to Tara's mother-in-law? Why do you think she does not disclose that Tara was raped by Padam? (Suggested response: It is important that Manarupa does not put Tara at risk by confronting her mother-in-law or any member of the family, including Padam. By speaking in a calm and kind way she is able to communicate without shame or blame on Tara's mother-in-law. In this way, she is not putting Tara in a more vulnerable situation. Also, Tara's mother-in-law was not in the room when Tara shared her story with Manarupa and it is very important that Manarupa does not tell anyone about what Tara shared with her, especially about her being raped. **We must all remember that it is the right of the victim to decide whom they want to share their experience with and we should all respect that.** Confidentiality and safety of the 'victim' is vital when someone discloses violence to you.)*

“I was brought up with the belief that not speaking up against my husband made me a good wife. This program has made me realise that I need to look after myself too. I now know that if I am not happy about anything that my husband does, then I should speak up.”

Mina Thapa, Group Member, Kapilvastu



(40 minutes)

1. Begin by saying to the group that when someone close to us tells us they are experiencing violence, it is very important to react in the right way.
2. Explain that one of the best ways to do this is to put ourselves in their shoes by asking ourselves:  
*How would you want someone to respond to you if you opened up to a close friend or relative about violence in your relationship? How would you be feeling if you were the one sharing about violence in your marriage and what would you want the person you were telling to say or do?*
3. Have the group think about these questions, discuss their responses, and write key points up on flipchart paper.
4. Once the main points have been covered by the discussion (see Facilitator's Notes (page 76) for main points that should be covered), explain to the group that you would now like to do some role-plays to practice sharing and responding to stories of violence.
5. Explain that you will ask for two volunteers – one who will share that they are experiencing violence and the other one will respond in a positive and supportive way. Remind the group that this is just a role-play and the stories they share are made up.
6. Ask for 2 volunteers. Have the volunteers come to the front and act out the role-play.
7. When they are finished, ask the person who shared their story: *How did it feel to role-play opening up about a personal issue like this? Did you feel supported? Did you feel shamed or blamed in anyway? Did you feel any pressure to do anything you did not want to do?*
8. Now ask the person who played the role of the listener and supporter: *How did it feel to listen? Was it easy to be supportive without judging or telling the person what to do? How did you show the other person that you were listening and cared?*
9. Ask the group: *How did you feel that activity went? Did they think the person telling their story was well supported? What skills from earlier sessions might be helpful when supporting someone who is experiencing violence? (Suggested response: good communication skills, listening skills, problem solving, and decision-making – but only when the person is ready)*
10. If there is remaining time and interest, repeat the role-play with another two volunteers.

Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- The fear of being shamed or judged can stop a woman, who is experiencing violence, from seeking help. We must act together as a community to ensure we support and don't blame women who are experiencing violence.
- If we tell women to tolerate or hide violence, we are saying that we accept it in our community and we allow violence to continue.
- When supporting someone who has experienced violence, it is important not to force them to do anything they don't want to do, or put them in more danger by confronting their spouse/in-laws.
- Our role as supporter is to listen without judgment, keep what we hear confidential, and make sure the woman knows that she is not alone, is not to blame, and is supported.

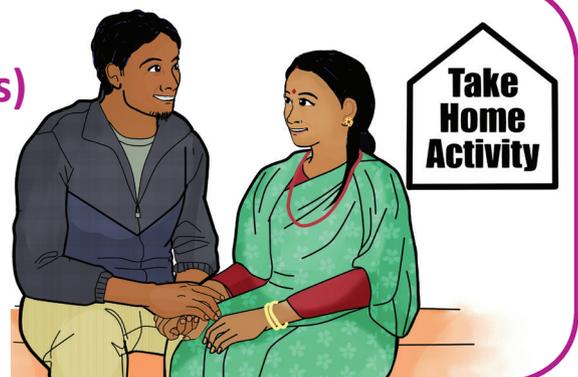
## Wrap Up

(10 minutes)



1. Ask the participants to share with a friend, family, or neighbor about what they learned in today's session.
2. If they find themselves in a position of giving support to someone this week, then try to practice responding in a non-judgmental way that makes the other person feel listened to and supported (it does not have to be a case of violence, it may simply be a friend sharing a problem or concern with them).
3. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program.

(5 minutes)





## Positive responses to someone who is experiencing violence

- Reassure the person that it is not their fault and they are not to blame.
- Listen to them talk without interrupting or speaking for them.
- Do not rush them.
- Show that you are listening by maintaining eye contact, nodding, and leaning in towards them. You can tell them things like, “I am listening” and “take your time”.
- Let them know they are not alone. Tell them, “I will help you”, “you are not alone”, and “we can get through this”.
- Acknowledge how difficult it is to talk about such personal issues. You can say “it must be very difficult for you to talk about this” and “you are very brave”.
- Help them think through options, but do not tell them what to do. If they just want to talk, that is fine. Talking is the first step and it can take a long time before people are ready to take action of any kind.
- Do not blame the person, do not dismiss or belittle what they are telling you, and do not humiliate or shame them in any way. Do not say: “I am sure your husband didn’t mean it”, “I am sure he loves you”, “men are like that”, “it is best to keep it to yourself”, or “think of your family”.
- Never tell anyone else what you discussed unless the person who told you asks you to. Do not gossip or share information about the situation with anyone.
- Never confront the husband or family. Never do anything that puts yourself or the woman you are supporting at greater risk of danger.
- Remember that speaking is more than just what you say. Watch that you are using the right tone of voice and your hand gestures and facial expressions match what you are saying.

# Communicating Consent

Week

23

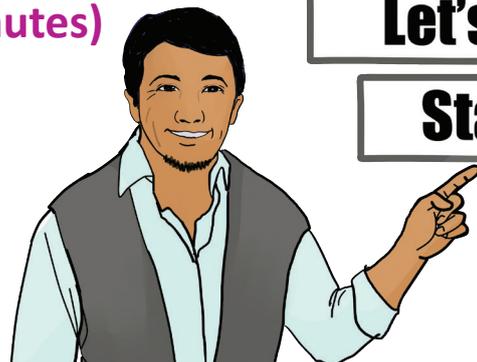
## Total Time: 2 hours

**Materials Needed:** Radio, episode recording, and a chair (for the activity).

**Aim:** This week will focus on how to communicate with our partners, in an open way, about sexual relationships. The group will hear how to communicate consent and critically reflect on the belief that sex with one's wife, whether consented or not, is a man's right.

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group about the importance of not shaming or blaming those that chose to speak about violence. Instead, we should use good listening skills and support others the same way we ourselves would want to be treated – with kindness and respect.

(15 minutes)



2. Ask the group if anyone managed to share what they had learned with a friend, family member or neighbor? If yes, ask: *How did you start the conversation and what did they share? What was the response of the person you spoke to?*
3. Also ask the group if anyone found themselves in position of providing support to someone close to them. If yes, ask them to share whether they used any of the skills and advice they learned from last week.
4. Encourage participants to keep talking to those around them about what they learn in the sessions. They can start with simple things, like what happened in the radio drama. The important point is to start having conversations about the issues with those around them.



## Let's Listen

(30 minutes)



### Radio Program Highlights

Tara comes to the highway with her child to take the bus to her natal home. On the way she meets Manarupa, who reminds her to rest, take care of herself, and be in touch if she needs anything.

Sarita comes to bed and is tired after given her mother-in-law a massage at the end of a long day. Shiva offers to massage Sarita and as he does, they become relaxed and happy in each other's company. This leads

to Shiva asking Sarita if she wants to have sex and Sarita says yes.

Interview: A studio discussion with well-known relationship therapist about sex, consent, knowing if your partner is ready, and other topics shared by listeners through vox pops and IVR.

1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 23 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.

Bring everyone back to the main group. Once everyone is sitting down quietly, you can start the discussion, using the questions below to guide you:

- *How did the conversation between Sarita and Shiva this week differ from what happened between Tara and Padam in the previous week?*
- *Do you think both Sarita and Shiva were both interested in sexual relations to occur between them? How do you know this?*
- *How did Shiva make sure that Sarita wanted to have sex? (Suggested response: he asked her).*
- *How did Sarita let Shiva know that she wanted to have sex? (Suggested response: she said yes).*

(20 minutes)



- *Do you think it is important to have such conversations between a husband and a wife? Why?*
- *Who do you think should initiate this conversation? (If most of the participants say: the husband should initiate such conversation, then ask the following question. Do you think its okay for a wife to initiate the conversation as well? Try to highlight to the group members that either women or men can initiate sex).*
- *In the baseline study that we conducted for this project, many males shared that they do not force their wife to have sex, however they do their best to convince her if she says 'No'. What do you think of this? If a wife says 'no', should the husband continue to try and persuade her until she says 'yes'? (Suggested response: no one should have to be convinced in to sex. If a spouse is not interested, then it is always best to respect their decision and wait until they really are interested in having sex. This way, the sex will be more enjoyable for both parties. If you find that your spouse never wants sex, then just like Sarita did with Shiva, try asking your spouse if something is bothering them or if there is a reason they are not interested in sex. However, this conversation should not be held when one spouse is trying to initiate sex and should not be used as a way to persuade, guilt, or force a partner into having sex.)*
- *Do you think couples in our community can have such open conversations about sexual relationship with their spouses? If not, what do you think is stopping us?*

1. Explain you are going to do an activity to highlight the importance of consent.

2. Ask for a volunteer to come to the front and sit on a chair (if you don't have access to a chair, then try and take something else from the volunteer like their jacket, jumper, bag, or notebook). Tell the

volunteer, *"I am going to try and take your chair from you, but you don't want to give it to me. So whatever I do, try and keep hold of your chair. The only thing you can't do is say 'no' to me"*. Once they have sat down, approach the volunteer and try taking their chair. (If you don't have access to chairs, then try and take something else from the volunteer like their jacket, jumper, bag or notebook). Don't ask them first, just start pulling at the chair (or other object).

**(40 minutes)**



“Learning from this program these days we make sure that we have consensual sex. Now, I always ask my wife if she wants to have sex before we do. This has made our relationship intimate and strong.”

Bharat Tharu, Group Member, Kapilvastu

3. After trying for a short while, say to the person: *“I am the facilitator of this group, you need to do what I say. Now give me your chair / jacket. etc. Try again to take it.*
4. After a short while, stop and ask the questions below to the group, in order:
  - *What just happened? Did the volunteer want me to have their chair/ jacket? (Suggested response: you tried to take their chair, but they didn’t want you to have it)*
  - *But they never said ‘no’, so how do you know they didn’t want me to take their chair? (Suggested response: because they kept hold of it, because they didn’t get up off it, because they would have let you have it if they wanted you to have it)*
  - *Did I have a right to take their chair, because I am the facilitator of the group? (Suggested response: no, just because you are the facilitator it does not give you the right to take the chair)*
  - *If I wanted his chair, what should I have done? (Suggested response: ask the person: Can I have your chair, please?)*
5. Ask the volunteer, *“How did you feel when I was trying to take your chair?” (Suggested response: annoyed, upset, scared).*
6. Do the exercise again, but this time tell the volunteer that when you ask them if you can take their chair (or other object) they should say ‘no’. Ask the volunteer *“Can I have your chair?”* The volunteer should say ‘no’. At this point, try taking the chair like you did last time.
7. After a short while, stop and ask the group:
  - *What happened this time? Did the volunteer want me to have their chair? How did you know? (Suggested response: the volunteer did not want you to take their chair, they said ‘no’ when you asked them)*
  - *When the person said ‘no’, what should I have done? (Suggested response: not tried to take their chair)*
  - *But, I really wanted the chair, I’m tired, I have been standing up a lot today. They should just give me their chair right? (Suggested response: no – it is their chair, they do not have to give it to you).*
  - *If after they said ‘no’, I took the chair anyway or they gave me the chair even though they did not want to, how do you think they would feel? Would they be happy I took their chair? Would they be happy to see me sitting in their chair? (Suggested*

response: no, they would feel angry and upset about you sitting in the chair when they didn't want you to be there).

8. Do the exercise one more time and ask the volunteer again if you can have their chair. When the volunteer says no, you should say *"Ok. I understand you want to stay sitting in your chair. I will go and find my own chair."*
9. Ask the group: *Was it easy to know when the person did not want to give me their chair?* (Suggested response: yes)
10. Explain *"I knew the person did not want to give me their chair because they did not get up, they did not smile, or offer me the chair and because, most clearly, they said 'no'. Consent in sex is the same. It is simply asking someone if they want to do something and then respecting their answer if they say 'no' or show you by their actions that they don't want to."*
11. Ask the group: *What is the clearest way to let someone know that you don't want something?* (Suggested response: tell them you don't want to / say no).
12. Explain to the group: *Saying 'no' to sex should not be any different than saying 'no' to tea or a trip to the market. But as we talked about it in earlier weeks, because of power and gender identities, some men think that they are entitled to have sex whenever they want. Some women do not feel they can say 'no' to their husband if he wants to have sex. However, we need to educate and inform ourselves, our friends, and our family that it is ok to say 'no' to sex. Being in a healthy, happy relationship means having consensual sex. And having consensual sex means you ask, you listen, and you respect the answer.*
13. To end, ask everyone in the room to turn to the person sitting next to them. First, ask one person to say "no". Ask the other person to say "Ok, that is fine, I respect your 'no'". Swop around who says 'no' and who says 'ok' and repeat. If it does not sound loud or strong, ask them to do it again until they can say 'no' confidently and 'ok' happily.

Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- Having sex with our spouse must be something that both partners want.
- The easiest way to find out if your spouse wants to have

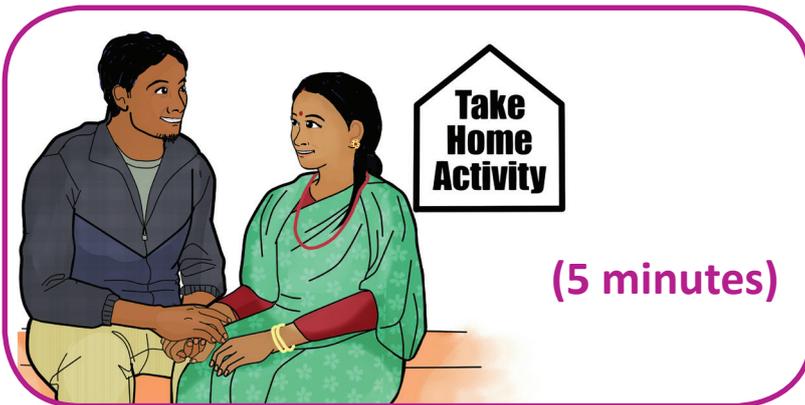
**(10 minutes)**

## Wrap Up



sex is to ask them, and then respect the answer they give you.

- If your spouse asks you for sex and you don't want to have it, you should be able to say 'no' and your spouse should respect the answer you give them.
- Consensual sex is more intimate and enjoyable for both partners.



1. Ask the participants to be aware of how often their partner asks if they want to do something and the response they give. This does not have to be related to sexual relations, but simply recognizing all the times in a day that we ask or are asked for our consent to something. If they feel comfortable,

try extending this to sexual relations – they will not be asked to talk about this in the group next week.

2. Ask participants to also try starting a conversation about consent with a friend or family member of the same gender. As before, this does not have to be related to sexual relations – but simply about respecting the choices of those close to us when they say 'no' to something we ask of them. Talk about the importance of asking for consent ("do you want to?"), saying 'no', and respecting the answer. Highlight the fact that we often feel we do not have to be formal and ask for consent with people with whom we are close to, but emphasize that we need to be more careful not to take advantage of those close to us by respecting their opinions and choices, even if we disagree. Highlight the benefits of mutual consent in a relationship and how it makes couple feel closer and more intimate.
3. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting, which is a couples' session. Ask participants to encourage their friends and family to listen to the radio program and call the IVR line.

# Bringing out the Best

## COUPLES WEEK

Week

24

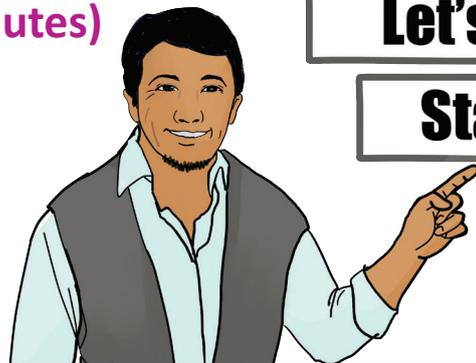
### Total Time: 2 hours

**Materials Needed:** Radio, episode recording, paper (for making boats), and pens (enough for all couples).

**Aim:** This week we focus on how the behavior of one spouse can positively or negatively affect the other. Couples will be encouraged to practice seeing each other as two parts of one whole. The discussions will focus on how we bring out the best in our partner and how, in turn, that brings out the best in us.

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group about the importance of good communication and understanding in promoting healthy sexual relationships that are based on consent of both partners. Remind the group that consent is simply about asking, listening, and respecting the answer that is given.
2. Ask 2-3 couples to share if they discussed consent with any of their friends, family or neighbours. Use the questions below to guide you:
  - *Who did you speak to about consent?*
  - *How did you start the conversation and what information did you share?*
  - *Did the person you spoke to seem pleased that you were sharing the information?*
  - *For those of you who did not start a conversation, what stopped you?*

(15 minutes)





**Let's  
Listen**

**(30 minutes)**



## Radio Program Highlights

This episode starts in Manarupa and Surya's hotel. Padam is there and he is drunk and depressed. Arjun goes over to Padam and tries to talk to him. Padam shares how he misses his wife and child and how upset he is that he has caused them so much pain. Arjun tells Padam that he can still show Tara that he is a good husband and father, but to do this he must stop drinking, start to take care of himself

and the business again, and also apologize to Tara. He reminds Padam that Tara is only staying at her natal home while she heals after birth and this is his chance to get sober and prove to her that he can change.

In the next scene, Shiva and Surya have met in a local tea shop. They are discussing how happy they are in their relationships and how their wives encourage and support them. Shiva shares how Sarita and him talked about how to improve their economic situation and, together, they decided to start a chicken farming business and it is going well. Surya explains, through his work at the hotel, he gets to meet a lot of couples and those who are able to maintain a good understanding, positivity, support, and respect for each other.

**Vox Pop:** How do you and your spouse 'bring out the best' in each other?

**Interview:** Couples from the listener group discuss how applying some of the skills they have learned so far in the program have helped them to improve their relationship as well as the impact this has had on their lives more broadly.

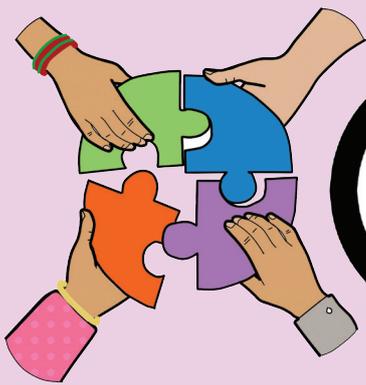
1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 24 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.

Bring everyone back to the main group. Once everyone is sitting down quietly, you can start the discussion, using the questions below to guide you:

**(20 minutes)**



- *We heard that Padam is regretting his actions and feeling bad about how he hurt his wife. Do you think he truly feels that way or is it just because he's had too much to drink?* (Suggested response: Alcohol can often increase the negative feelings we are already experiencing. It is likely that Padam is feeling guilty and, by drinking, he feels more depressed. This, in turn, could lead to him drinking more to try and forget how bad he feels, but instead he is likely to increase his feelings of regret, sadness, and depression.)
- *What should be his next course of action? What advice would you give a friend in a similar situation?* (Suggested responses: go and apologize to Tara, try to address his alcohol addiction as Arjun suggested)
- *Arjun tells Padam that he should apologize to Tara. What would be the most difficult part for Padam to go and apologize?* (Suggested responses: his ego, fear of how others might view him if he apologizes to his wife)
- *How should he overcome that?*
- *Shiva and Sarita seem to be doing really well and it has also encouraged them to start their business together. What do you think triggered it?* (Suggested responses: the understanding and trust that they have for each other now due to open communication)
- *Do you agree with what you heard in the program, that a good relationship between husband and wife helps to bring out the best in each other?*
- *Do you think it applies to us as well? How does your spouse bring out the best in you, and how do you bring out the best in your spouse?*



(40 minutes)

1. Explain to the group that today everyone is going to team up with their spouse to play 3 different games. The purpose of the games is to have some fun and also see how well they work together with their spouse.

2. Explain the first game (described in the Facilitator's Notes, page 88) and allow 5-10 minutes for each game (or

until everyone completes that game) before moving on to the next. If you do not have time for all 3 games, pick 2 to play with the couples in your group. The purpose of the games is for the couples to have fun and work together, while also realizing each other's strengths. You can also make it more fun by making it competitive between the different couples.

3. Once you have completed the games you had time for, wrap up the activity.

4. Summarize by emphasizing that married couples should always take time out for fun activities and interactions, as it helps to strengthen their relationship and bring them closer. Even though life can be hectic, making time for intimate conversations and activities as a couple (other than their regular household tasks, such as participating in weekly discussions like these) can improve your relationship and bolster your family. Many times, through these activities, we get to know new things about our partner and recognize the qualities that we had never noticed before.

Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- We all think that we know our spouse, but we will be surprised about how much we do not know about our partner. Some of these things can be brought up through participating in fun games and activities together.

Spending quality time with your spouse and doing things together, outside of your daily routine, helps to strengthen your marital relationship. It should not be something we avoid or feel embarrassed about doing.

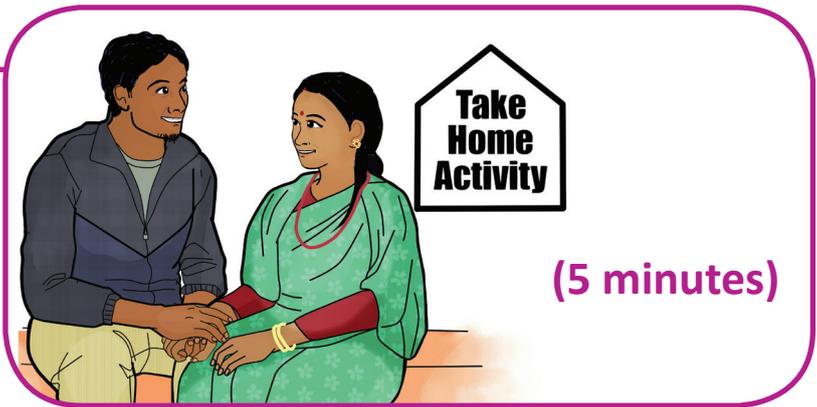
## Wrap Up

(10 minutes)



- Communicating openly is one of the best ways to send a message that you care. Do not assume your spouse knows how much you love her/him or care for her/him. Use every chance you find to communicate it – through words and behavior, such as making eye contact, smiling frequently, laughing at your spouse’s jokes, listening intently when your spouse speaks, and expressing love through positive body language and touch.

1. Ask the participants to take some time when they go home and do an activity as a couple (not involving children or other family members) during that week. Encourage them to think of something that is not part of their regular routine.



2. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program as well as share what they have learned.



## FACILITATOR'S NOTES: Task Time! Games



### Game 1 – Tied-up Challenge

Before starting, show the group how to make a paper boat following the instructions provided on the next page. When everyone understands how to make a paper boat (and have tried it themselves), you can start the game. To begin the game, everyone should put one of their hands behind their back. This hand is not to be used at any point during the game. Explain that each couple must work together, using their one free hand each, to make the paper boat. (If making a paper boat is too difficult, you can give the couples another task, like tying their shoe laces).



### Game 2 – Name Game

Each couple must work together to think of a positive word to describe each other, starting with the same sound as each letter of their name. For example, if the husband's name is Bishnu then the words will need to start with B, I, S, H, N, U (for example: B = Best friend, I = Intelligent, S = Smart, H = Happy, N = Never angry, U = Understanding". Once they have completed it for one person, they will need to do the same for the other. For example, if the wife's name is Sunita the words could be S = Smiley, U = Understanding, N = Nice, I = Intelligent, T = Talks nicely, A = Adorable.



### Game 3 – Guess What

Both the husband and wife will think of something that they enjoy doing together. They must think of this on their own and not tell their spouse what they thought of. If they can write, they should write this down, otherwise they can just remember it (or draw a picture). Again, if they write or draw anything they must not show it to their spouse. Once they have thought of something they enjoy doing together, the other spouse must try to guess what it is. They can ask as many questions as they want to guess what it is, but their spouse can only answer 'Yes' or 'No' to each question. The purpose of the game is to guess what your spouse has thought of.

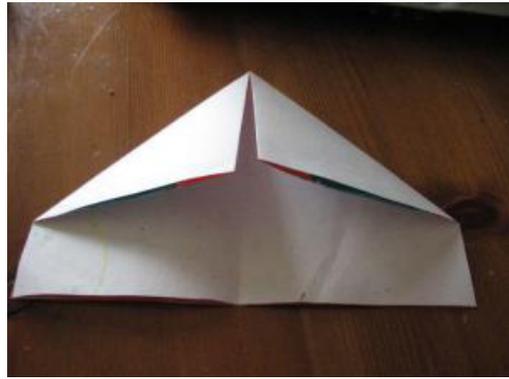
## How to make a paper boat: Step-by-step instructions

1



Take a paper in a rectangular shape and fold it in half.

2



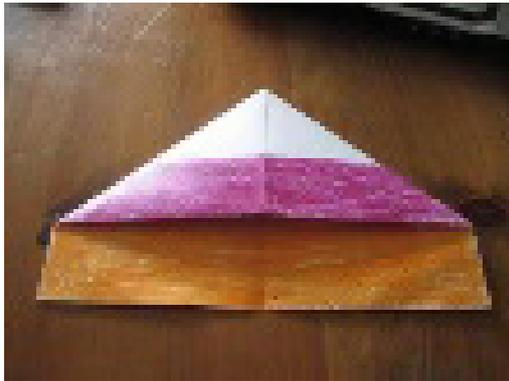
With the 'open' edge at the bottom, fold the corners down to meet in the middle. 'Quarter' the sheet lightly first, so it has a crease down the middle and you will know where to fold to.

3



Fold one bottom 'lip' upwards.

4



Fold the little corners that overhang the triangles over the back.

5



Turn it over and fold the other lip upward too.

6



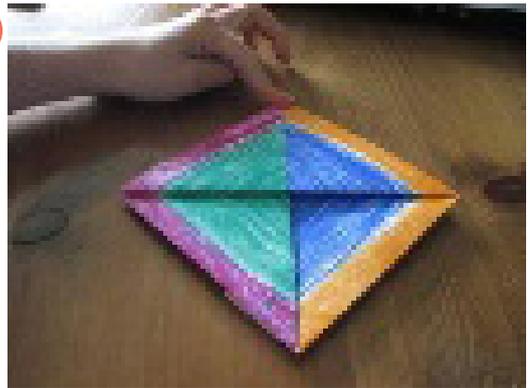
Open the shape up into a 'hat' and fold it down in the other direction so that the corners which were at each end are now together.

7



It will look like this.

8



Fold the corner at the bottom of the new diamond up to lie flat. Effectively, you open up the shape into a square.

9



Turn it over and do the same.

10



As before, open it up from the bottom and flatten it in the opposite direction. The two upper corners will be loose. Grasp them and pull gently apart. The boat will open up in front of you.

# Let's Reflect

Week

25

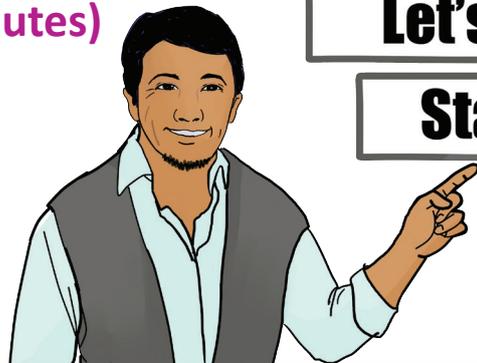
## Total Time: 2 hours

**Materials Needed:** Radio, episode recording, flipchart paper, and thick pens.

**Aim:** This week will focus on critical reflection – why it is important and how to practice it in our own lives. To do this, the curriculum and radio program will highlight the importance of analyzing our own behaviors in a more critical way, including asking ourselves probing questions about our past and current behaviors. By learning to use critical reflection, participants will be encouraged to not only analyze the past and look at the present, but importantly to apply that learning to their future actions.

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group particularly about the importance of spending quality time with our spouses and working together to bring out the best in each other.
2. Ask 2-3 couples to share if they were able to find time to do something together with their spouse through the week. Use the questions below to guide you:
  - *What did you and your spouse do together?*
  - *How easy was it to make time to spend with your spouse?*
  - *Were your family or friends surprised that you were making time to do something just you and your spouse? How did you react to that?*
  - *Do you think you can make time to do something together on a regular basis?*

(15 minutes)





**Let's  
Listen**

**(30 minutes)**

## Radio Program Highlights

The episode begins with Surya's mother and father discussing finding a wife for their youngest son. Surya's mother mentions she would like her next daughter-in-law to have some of the characteristics of Manarupa. Surya's father is surprised and teases her about how much her opinion of Manarupa has changed since they have lived with her.

In the next scene, Padam is talking to Arjun. He says that he has been doing a lot of thinking about why he drinks and how his drinking has affected others in his life. Thinking this way has made him understand that he needs to start spending more time with his family and not listen to his friends who encourage him to gamble and drink. Arjun encourages him and says it is important to understand why we do something before we can change it.

In the last scene, Surya and Manarupa have taken a break from their hotel, and are going to the local town to watch a movie and spend the day together. They talk about how they have noticed changes in each other and in their family members. They reflect on the importance of always acting in a way that is best for our family and our relationships, not because of external pressures.

**Vox Pop:** Have you ever looked back at your past behaviors and tried to learn from them to change how you behave in the future? What is the benefit of realizing and learning from our mistakes?

**Interview:** Highlights the experience of a couple reflecting on past behaviors and how recognizing those behaviors has helped them change.

1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 25 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.

Bring everyone back to the main group. Once everyone is sitting down quietly, you can start the discussion, using the questions below to guide you:

(20 minutes)



- *As we heard, Manarupa's mother-in-law now wants her youngest daughter-in-law to be like Manarupa. What are your thoughts regarding this? Why do you think it happened?*
- *Manarupa's mother-in-law explains that she has been thinking about how she thought and behaved in the past. Why do you think it is important to look back and question how we have done things in the past? How can this help us change how we behave in the future? (Suggested response: By looking back and thinking about how and why we behave a certain way, we open ourselves up to change and avoid always acting the same way without knowing why).*
- *Padam is also thinking about why he drinks and how his drinking affects those around him. How will understanding his drinking habit in this way help him stop? (Suggested response: when we truly understand our behavior, why we do it, what affect it has and what might happen if we stop or carry on, it helps us understand ourselves and our actions better. Then we can make a decision to change based on facts and reason rather than emotion. When we are driven just by emotion, or we change without really knowing why, it is harder to maintain that change – as Padam found out last time).*
- *Manarupa and Surya talked about not spending much time together as a couple in the past because of external pressures, customs, and out of fear of 'what others might say?'. After analyzing the situation, they decided to do more things, like spending time together, that are truly beneficial for their relationship and for their family. Do you think it is possible to do it in your context as well? How? What are the things that we can start with?*

“I have come to realize that we should reflect on our actions every now and then because it helps us to understand ourselves, learn from the past mistakes and plan a better future.”

Tikaram Giri, Group Member, Nawalparasi



(40 minutes)

1. Building on the last question in the “Let’s Talk” section, ask the group to share examples of behaviors that negatively affect either husbands, wives, or the relationships between them (this could be from personal experience or more generally).
2. As people come up with suggestions, write these down on a piece of flipchart paper so everyone can see them.
3. After a few minutes, decide as a group on 3 behaviors from your list that are the most important to focus on, either because they affect most people or they have the biggest effect on people. Explain that you are going to divide them into smaller groups and their task is to think about why people behave this way and what we can do to change it.
4. Provide them with the following questions to help them to critically reflect on these behaviors:
  - *Who usually does this behavior? What do they do? Why do they do it? When do they do it? Where do they do it?*
  - *Who does it affect? How?*
  - *Who else influences or supports / encourages this behavior? Why do others follow even if it has a negative impact on their relationship? What do they think would happen if they did not follow it? Would this happen?*
  - *What options are there for ways to encourage people not to behave in that way?*
  - *What would be the benefits of not behaving in that way? Would there be any negative impacts?*
5. Divide the group into 3 smaller groups and give each group one of the behaviors to work through.
6. Give people 10-15 minutes to discuss the questions as a group and critically reflect on their chosen behavior.
7. Bring the group back together and have each of the smaller groups share about their discussion.
8. End by asking the group: *Was it useful to reflect on different behaviors in this way? Could you use this same approach to reflect on your own behaviors and attitudes?*

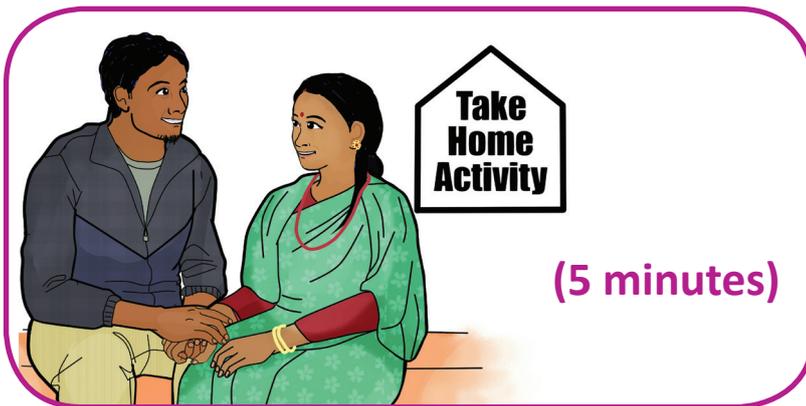
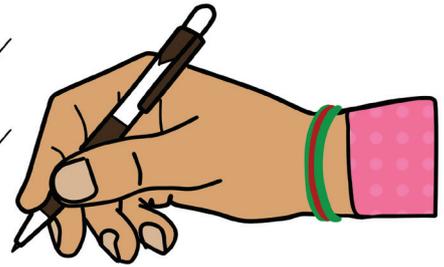
Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- It is important to critically reflect on our own behavior and ways we can change.
- It is also important to think critically about ways we are expected to behave, both as individuals and as a community.
- Critical thinking and reflection allows us to look at an issue / our behavior from different perspectives and question whether we are doing something for the right reasons.
- It is never too late to change our behaviors and if we start the change in ourselves, we can inspire change in others.

## Wrap Up

(10 minutes)

- 
- 
- 



(5 minutes)

1. Ask the participants to take some time this week to individually reflect on their own behavior towards their spouse over the last year. Using the same questions they discussed in 'Task Time', they should analyze their past behaviors, why they acted in a certain way, and who or what influenced them. Ask participants to try and think of situations that they would handle differently if they happened again.
2. Remind participants that this is an individual exercise and they do not have to share what they reflect on with their spouses or with the group next week. (Facilitators in the women's group: be careful to make sure that the women will not blame themselves for negative reactions of their husbands. Often women in abusive relationships will blame themselves, when abuse is not the fault of the victim.)
3. They can, however, share with their spouses if they have decided to change a particular behavior.
4. Thank everyone for coming and participating in the meeting, remind them of the day and time of the next meeting, which is a family session, and ask them to bring one member of their family to the next meeting. Also remind the group that next week they will be provided with their community tool kits and will need to start planning their community activities.

**Total Time: 2 hours****Materials Needed:** Radio and episode recording.

**Aim:** This week will focus on building supportive family networks. Through discussion on why family support is important and how to open up about issues related to IPV with family members, the groups will begin to see and experience the connections between supportive families and healthy marital relationships. This week is also a chance for couples to show family members what they have been learning and for family members to share what they have noticed about any changes occurring within the couple and the wider family.

**(15 minutes)**

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group about the importance of reflecting back on past and current behaviors and asking ourselves critical questions about why we behave the way we do and how we might change our behavior for the better.

2. As this is a family week, instead of reflecting on last week's homework, use this time to encourage participants to share lessons learned and reflect on positive changes that everyone has noticed since the project started. Use the questions below to guide you:

Aimed at couples who are members of the group (ask 2-3 to people to share):

- *Can you share one thing you have learned from being involved in the Change project?*
- *Can you share how the Change project has affected or*

*changed you or relationship with your spouse?*

- *Has it led to any changes with other family members in your household?*

Aimed at family members (ask 2-3 family members to share):

- *Can you share one thing that you have learned from listening to the Samajhdari radio program?*
- *Can you share any changes that you have noticed in the couples from your family who come to these meetings?*
- *Has this led to any change in your family / household as a whole?*

## Radio Program Highlights

Padam's mother comes to the hotel to collect the milk money, as Padam is visiting Tara that day. Padam's mother and Manarupa discuss Padam and Tara, in particular how Padam behaves with Tara. Padam's mother says that she appreciates Manarupa supporting Tara when she was hurt and that she realizes she was wrong to ignore what was happening under her roof, thinking it was a private matter between husband and wife. Padam's mother also shares how Padam has asked for help to stop drinking and that she and her husband are trying to support him to do better and will support Tara when she returns to the house.

In the next scene, everyone is getting ready to go to the marriage of Manarupa's cousin. There is a lot of laughter and joking between everyone as they get ready to leave. Arjun arrives and is going to keep an eye on the hotel while they are gone. He comments on what a good mood everyone is in. Manarupa and Surya say that things have definitely improved between all the family members in the house and talk about the support they are now getting from Surya's parents. When Arjun asks what they think is behind this change, they say learning to communicate better, listening, and respecting each other's choices more, has really made a difference to maintain harmony within their family. They agree that if there is a good understanding between a couple and they are able to seek support from other family members, it is possible to overcome any issue/problem and everyone can be happy.

(30 minutes)



The last scene focuses on Sarita and Shiva. Sarita comes home with a big smile on her face as she has just come back from the doctors and found out she is pregnant. Shiva is very happy at this news too. They reflect on how this would have never happened if they had kept their worries and concerns to themselves. Both of them talked to friends about their issues and got support and advice that helped them to come together and find a solution. They end by deciding to go and tell their family members the good news together.

**Vox Pop:** How do you make an effort to make your family happy?

**Interview:** A group conversation with an ideal family (mother and father-in-laws, son and daughter-in-law) focusing on their thoughts on what makes their family happy/understanding family?

1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 26 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.



**(20 minutes)**

Bring everyone back to the main group. Once everyone is sitting down quietly, you can start the discussion, using the questions below to guide you:

- *Padam's mother does not seem angry with Manarupa for getting involved in the situation between Padam and Tara. Does it surprise you that she welcomes Manarupa's support in a family issue such as this? Would you feel the same?*
- *Sometimes in our communities, violence between a husband and wife is seen as a private matter and others do not intervene. What have you learned about this from the situation with Tara, Padam, and Manarupa? (Suggested response: violence is not just a family matter, it is the role of everyone in the community to support those we know are experiencing violence, and to help them get to a safe place, if required).*

- *It seems that after discussing with Arjun, Padam also talked to his parents about needing to stop drinking. Do you think it was easy or difficult for Padam to ask for help? What do you think are the benefits of having these kinds of conversations with our family members? Do you think the support of his parents will help Padam to stop quit drinking and gambling?*
- *What would be the role of the family if someone comes asking for help as Padam did? (Suggested response: to listen without judgment, to let the person know that they are supported and cared for, to allow that person to talk without fear of being shamed or gossiped about).*
- *Manarupa and Surya mention to Arjun that they are grateful for the support they are now getting from Surya's parents. How do you think having supportive family members / in-laws can positively impact a relationship between a husband and wife? (Suggested response: having family members / in-laws who are supportive means less stress and external pressure on the couple, less arguments between the couple about the family, better environment in the household, less pressure / expectations on the daughter-in-law, more open and honest communications).*
- *Previously, Surya's mother has been very critical of Manarupa, what do you think helped Surya's mother to change her perspective and behavior towards her daughter-in-law? (Possible response: Manarupa and Surya's behavior and open/honest communication with their parents, not always saying 'Yes' just to please their parents for that moment, but openly sharing their own thoughts and feelings so the parents are able to understand their perspective).*
- *Have you ever thought what might encourage the parents (and other older members of the family) to listen, understand, and try to be more supportive of their children? (Suggested response: it is not all about pushing elder or more traditional relatives to change, but also accepting that change is difficult for them. The son and daughter-in-laws should appreciate the steps that their parents make to understand and support them as a couple, however small they may seem).*
- *Sartia and Shiva seemed very happy today. They are even having a child now. When we met them at first, did you ever think their relationship could progress in this (positive) manner? How do you think they were able to achieve this? (Suggested response: through opening up to friends and each other about the issues they were facing and their concerns. Their relationship is a reminder that if a couple have a problem*

“Sometimes, when I ask the group a question, they realize that the topic is relevant in their own context, even if they were not aware of it before.”

Dipika Chaudhari,  
Group Facilitator,  
Nawalparasi

and don't know how to handle it, they should not hesitate to turn to friends and family for help and support. Sometimes we need another outside perspective on a problem to help us see it from a new angle.)



(40 minutes)

1. Explain that the purpose of this week's activity is for the group participants and family members to play games that help them work as a team, get to know each other in a different way, and have fun together.
2. Each 'team' should include 2 people: a group participant and their family member. They will compete against other 'teams' made up of the other group participants and their family member.



### Game 1: Name That Tune

For this game, one person in the team must hum a tune and the other person must guess what that tune is. They cannot sing the words of the song, but must simply hum the tune. Their partner will have to listen very carefully as all the other teams will be humming different tunes at the same time. The first team who guess each other's songs correctly wins.

1. Explain the basic idea of the game as above.
2. Ask the participants to stand/sit in their 'teams' next to their family member.
3. Decide who will hum first and who will guess.
4. Ask the person who is humming to think of a tune.
5. When everyone has thought of a tune, shout 'GO'!
6. All the 'hummers' must hum their tune and their partners must guess what the tune is.
7. When the partner has guessed the tune correctly, they will switch roles so that the guesser becomes the hummer and vice versa.
8. When both team members have guessed each other's tunes correctly, they must put their hand in the air to show the facilitator they have finished.
9. The first team to finish is the winner.



### Game 2: Describe Your Family

For this game, one person in the team must describe another family member without using any names or mentioning their relationship. The other person in the team has to try and guess who is being described. For example, you can say “he is tall and kind and likes to eat mango” but you cannot say “he is called Ram”, “he is my/your brother”, or “he is married to Kripa”, etc. The team who guess each other’s family member descriptions correctly wins.

1. Explain the basic idea of the game as above.
2. Ask the participants to stand in their ‘teams’ next to their family member.
3. Decide who will describe first and who will guess.
4. Ask the person who is describing to think of a family member.
5. When everyone has thought of a family member, shout ‘GO’!
6. All the ‘describers’ must describe a family member and their partners must guess who they are describing.
7. When the partner has guessed correctly, they will switch roles so that the guesser becomes the describer and vice versa.
8. When both team members have guessed each other’s family member descriptions correctly, they must put their hand in the air to show the facilitator they have finished.
9. The first team to finish is the winner.



### Game 3: I am glad you are my family member because....

This final game is a chance for participants to show appreciation for their family members.

1. Ask group participants to sit opposite their family members and look at each other.
2. When everyone is settled opposite each other, ask them to look at each other in the eyes quietly for 30 seconds.
3. When 30 seconds is up, explain to the group participants that they must keep looking into each other’s eyes and take it in turn to tell each other why they are glad that they are family members. The sentence should start with “I am glad that you are my family member because...”. For example: “I am glad that you are my family member because you always smile when you see me and that makes me feel happy” or “I am glad that you are my family member because you listen to me when I need someone to talk to”.
4. To close, ask all participants to reflect on how it felt to tell each other how much they appreciate them and how it felt to hear that back.

“The radio program has brought change to the family. They have learned various new things, will implement them in their own behavior, and will encourage other family members to do the same.”

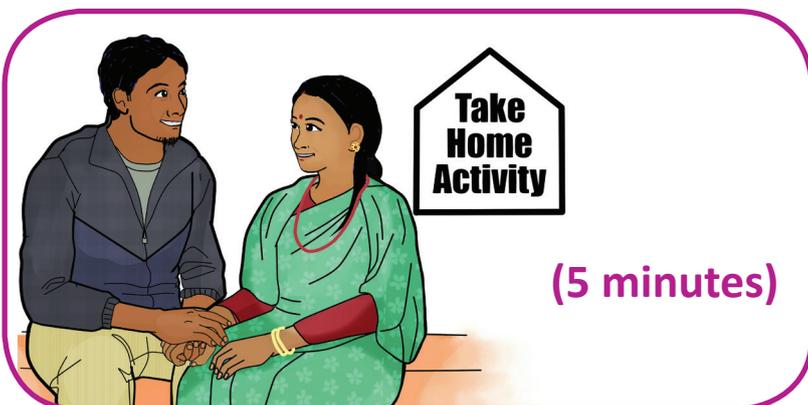
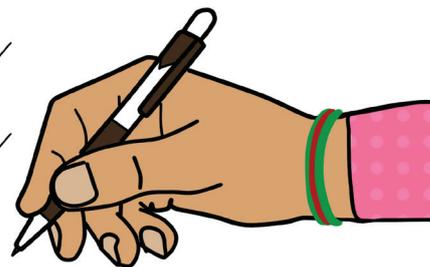
Laxmi Yadav,  
Kapilvastu

Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- Family support is crucial to a couple's relationship. If both husbands and wives feel supported by their family members, they will be able to support each other better.
- It is equally beneficial for the family members as well. If there is no conflict between the couples in the family and you are able to establish a close/supportive relationship with them, then it positively impacts on everyone else in the family, as in the case of Manarupa and Surya Singh.
- Being a supportive family member means listening and offering support without judgment when it is asked for. It also means not taking sides and not interfering if the couple does not want to talk about their issues.
- IPV is NOT a private matter. By treating it as something that is private between husband and wife, we are saying that we condone it and are allowing it to continue in our families.

## Wrap Up

(10 minutes)



(5 minutes)

1. Ask the participants to take some time during the week to discuss with at least one neighbor or relative, who did not attend that weekly session, about the group meeting and what was discussed. Participants should try to talk especially about IPV/VAWG not being a private matter between couples and encourage others to support their daughters-in-law if they suspect they are being mistreated.
2. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind the family members the time of the radio program and request that they listen and call the IVR line too.

# Appendix

## Appendix A: Weekly Feedback Form

(To be filled by the group facilitator after weekly group meetings)

---

1. How many participants are present for the session today?

---

2. Curriculum Week Phase:

---

3. Curriculum Week:

---

4. As this is a family session week, did all the group members bring their family members with them? (For Week 26 only)

a. Yes

b. No

---

5. Write down below who the group members brought with them, next to the name of each group members. (For Week 26 only)

a. Group member 1: \_\_\_\_\_

b. Group member 2: \_\_\_\_\_

c. Group member 3: \_\_\_\_\_

d. Group member 4: \_\_\_\_\_

e. Group member 5: \_\_\_\_\_

f. Group member 6: \_\_\_\_\_

g. Group member 7: \_\_\_\_\_

h. Group member 8: \_\_\_\_\_

i. Group member 9: \_\_\_\_\_

j. Group member 10: \_\_\_\_\_

---

6. How entertaining did everyone find today's program (Count show of hands for each options)

a. Very entertaining: \_\_\_\_\_

b. Quite entertaining: \_\_\_\_\_

c. Not entertaining: \_\_\_\_\_

---

---

7. How relevant did everyone find the 'real voices' included in today's program (Count show of hands for each options)

- a. Very relevant: \_\_\_\_\_
- b. Quite relevant: \_\_\_\_\_
- c. Not relevant: \_\_\_\_\_

---

8. How many member in the group had difficulties with the language/words used in today's program?

---

9. In your opinion, how lively was the discussion following the radio program today? (Facilitator's view based on observing the session)

- a. Very
- b. Moderately
- c. Not at all

---

10. Was there anything heard in the program or discussed in the session that any group members strongly disagreed with or did not like?

- a. Yes
- b. No

---

11. If yes, how many members strongly disagreed with something?

---

12. How relevant were the issues included in today's program and/or discussion to your community? (Count show of hands for each options)

- a. Relevant: \_\_\_\_\_
- b. Not Relevant: \_\_\_\_\_

---

13. How many people learned new information from the program/discussion today? (Count show of hands)

---

14. How many people are noticing any positive changes in their own behavior? (Count show of hands) (For Week 25 only)

---

15. How many people are noticing any positive changes in their spouse's behavior? (Count show of hands) (For Week 25 only)

---

16. How many people are noticing any positive changes in their relationships? (Count show of hands) (For Week 25 only)

---

---

17. How many people talked about the issues discussed in the sessions/heard in the radio program with their friends & family this week? (Except For Week 14)

---

18. How many people did their 'Take-Home Activity' from the last week? (Except For Week 14, 26)

---

19. How many people thought the 'Task Time' exercise was helpful? (Count show of hands)

---

20. Did anyone share any positive stories related to their involvement in the group so far?

- a. Yes
- b. No

---

21. Did anyone disclose/share a personal story of violence?

- a. Yes
- b. No

---

**Note:** If anyone had shared the story of violence, then please call Kaustuv Pokhrel (for male facilitator) and Nabodita Subedi (for female facilitator).





[www.change-starts-at-home.com](http://www.change-starts-at-home.com)



# BIG Change Curriculum

A Discussion Guide for  
Prevention of Intimate Partner Violence



---

For the Listening and Discussion Group Facilitators



**Phase III: Go!**

The Action and Community Diffusion Phase



# The BIG Change Discussion Guide

This discussion guide, Phase III: Go! is a part of a BIG Change Curriculum to be used in facilitating a Listening and Discussion Group. It is designed to be used alongside Phase I: Begin to Question; and Phase II: Impart Life Skills.

Document	Readers	Goal
Phase I: <b>Begin to Question</b>	Listening and Discussion groups Facilitator	Build knowledge on and question existing beliefs, norms and values.
Phase II: <b>Impart Life Skills</b>	Listening and Discussion groups Facilitator	Build an intention and ability to change amongst participants through imparting life skills.
Phase III: <b>Go!</b>	Listening and Discussion groups Facilitator	Mobilize community, organise advocacy activities and to encourage the participants to become an advocate for violence-free marriages in their community.



# Contents

## Phase III: *Go!*

Week 27: Supporting Change .....	1
Week 28: Let's Talk about Sex .....	7
Week 29: Enjoying Intimacy .....	13
Week 30: Just You and Me – <i>COUPLES WEEK</i> .....	20
Week 31: Seeking Help .....	25
Week 32: Stepping In .....	29
Week 33: Staying Supportive .....	34
Week 34: Staying Safe – <i>COUPLES WEEK</i> .....	41
Week 35: Knowing When it's Too Much .....	51
Week 36: Safer Communities .....	59
Week 37: Changing Our Community – <i>COUPLES WEEK</i> .....	64
Week 38: Involving our Leaders .....	70
Week 39: Keeping Change Going – <i>FAMILY WEEK</i> .....	75
<b>Appendix .....</b>	<b>81</b>
Appendix A: Weekly Feedback Forms .....	81



# Supporting Change

Week

27

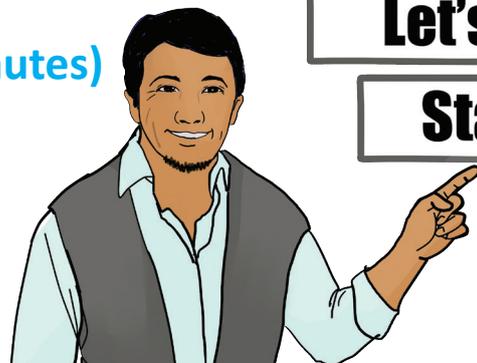
## Total Time: 2 hours

**Materials Needed:** Radio, episode recording, flipchart paper, thick pens, and paper and pens (enough for all group members).

**Aim:** The aim of this week is to discuss how changing your behavior is not just a matter of making a decision to change and then being able to do so immediately. Instead, it requires ongoing commitment from the person trying to change, alongside support and motivation from family and friends. Through the discussions and task time, participants will be encouraged to identify the barriers to taking action and changing their behavior, and how to overcome these barriers.

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group that last week focused on the crucial role of family support to a couples' relationship through listening, understanding, and not putting pressure or unnecessary expectations on a couple.

(15 minutes)



2. Discuss last week's 'take-home' activity with the participants by asking 2 or 3 people to share how it went, using the questions below to guide you:
  - *Did everyone find time to talk with their friends or other family members about the meeting and what was discussed?*
  - *Who did you speak to and what did you talk about?*
  - *Did anyone manage to talk to family or friends about IPV not being a private matter?*
  - *What was the response of the person you spoke to? Did they agree or disagree?*



**Let's Listen**



**(30 minutes)**

### Radio Program Highlights

Padam goes to get Tara, who has been staying at her parent's home. He apologizes to her for what happened and promises to never repeat such behavior – stating he now has the helpful support of his parents. She accepts his apology and comes home with him.

Padam and Tara meet with Arjun, Manarupa, and Surya. They discuss what happened during the 16 days

of activism and decide that they want to do something in their own community to raise awareness of violence against women, even though the 16 days are over. Even Padam shows an interest in being involved.

**Vox Pop:** What motivates or encourages you to make positive changes in yourself?

**Interview:** With family members of a person who had brought about positive changes in her/his behavior and improved her/his attitude. They share how family members' support and encouragement is essential for a person to change.

1. Before you play the program make sure everyone is sitting comfortably and remind the group to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 27 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.

1. Bring everyone back to the main group. Once everyone is sitting down quietly, start the discussion, using the questions below to guide you:

- *We heard this week that Tara came back home with Padam. What do you think of Tara's decision? Do you think she is right to trust Padam? Why/Why not?*

**(20 minutes)**



- *What would your advice be to Tara if Padam is not able to change and repeats his past behavior?*
- *Padam has tried to change before but reverted back to his old negative behavior., What do you think is different this time? (Suggested response: he has the support of his family, he has changed his lifestyle, he has expressed his determination to change, he has accepted he has a problem and asked for help).*
- *Sometimes we may think that changing behavior is simple, but as we have seen with Padam it can be a long process. What do you think a person needs if they are going to change their behavior? (Suggested response: family support, friends support, motivation to change, determination not to give up even when it is difficult, ability to make changes in our lifestyle / other habits).*
- *You heard in this episode about the 16 Days of Activism. Has anyone heard of this before? Why do you think it is important to have dedicated days to raise awareness of violence against women?*
- *What do you think of Manarupa and others who plan to do something in their community to raise awareness of the issue? Why do you think such activities are important for the community?*
- *Summarize the discussion by stating: “Changing our own behavior is a process and it is not always an easy process either. Often, for a change to be permanent, a person needs to make a number of changes to other habits/behaviors as well. Therefore, we need to acknowledge that change can be complex and hard requires support and encouragement from other as well as determination from ourselves.”*



**(40 minutes)**

1. Share with the group:<sup>1</sup> *“Often people think bringing about change in our society requires a lot of money or a large activity – usually carried out by an NGO. However, every day we meet and interact with many people, and can use these everyday opportunities to support positive change through what we say and do. Our choices, the way we think, and the way we behave can inspire others to create positive change in their own lives. We may think that we have little power to make a difference, but in reality, we can be a spark that lights a fire! People are more likely to change if they are encouraged by someone*

<sup>1</sup> Adapted from: SASA!. Action – Training: Inspiring behavior change module. SASA! Activist Kit. Retrieved from: <http://raisingvoices.org/sasa/>

“This program teaches that first of all both husband and wife should have an understanding relationship and then only they can foster an understanding relationship with other family members.”

Sanju Lama, Radio Program Listener, Chitwan

*they know and trust. Many times the most effective way to bring about change is to start with ourselves, start at home, and then help others around us do the same.”*

2. Explain that you are going to read a simple story and ask the group questions about it. Once you have everyone’s attention, begin reading the appropriate story for your group:

**Male groups:** *“Bikash is a farmer. He lives in a small farming community. He and his family get up early and have breakfast. He goes to the local temple, after which he talks for a while with some of the other men before heading to the fields to plant rice. He works in the fields all morning with his family and other neighbours who have joined to help. On the way home he stops at the market to buy some vegetables for cooking and sits a while in the local tea shop. When he gets home he washes, has lunch at home and then he goes out with his wife to visit a sick relative. When he comes home he sits outside his house for a while, talking with neighbours and then goes inside to have dinner with his family and goes to bed.”*

**Female groups:** *“Radha is a housewife. She lives with her husband’s family in a small village. Every morning she gets up and prepares daal bhat with her sister-in-law and serves it to the other family members. After everyone has finished, she does her chores and then she goes to the market to buy some vegetables for cooking. On the way home, she stops at her neighbour’s home to chat. When her husband comes home in the afternoon, they go to visit a sick relative. When she gets home, she cooks food and gives it to the family. After dinner, she tidies the kitchen, gives her mother-in-law a foot massage and goes to bed.”*

3. Ask the participants: *“What social interactions did Bikash/Radha have during the day?”* (Highlighted in bold above) Write down the responses on flipchart paper so everyone can see. Reread parts of the story if needed to help participants to remember.
4. Summarize by explaining: *“The story, about a day in the life of Bikash/Radha, shows us all the interactions – both personal (with family and friends) or public (with other community members, colleagues etc.) – they have in a typical day. This could have been the story of any woman or man living in your community. Everybody has social interactions each day. Every social interaction is an opportunity for talking about important issues, including violence against women, or providing support and encouragement for those wanting to change or those requiring support. Remember that new information and new behaviors are more often encouraged and accepted if they come from someone we know and trust.”*

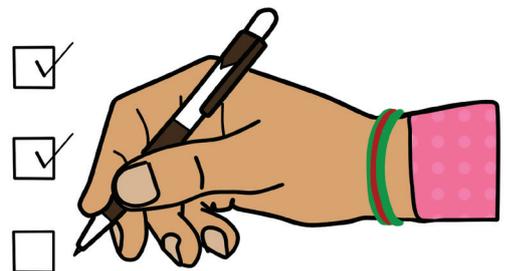
5. Ask the group: *“Please think about a day last week and all the personal and public interactions you had. For each social interaction, think about and / or write down a way you could have used that social interaction for raising awareness or providing support.”* Give participants 5 minutes to do this independently.
6. After 5 minutes have passed, call out *“Stop!”*.
7. Ask the group: *“Please turn to the person sitting next to you to discuss. Explain the day you chose and its opportunities for personal or public activism and awareness raising. Work together to ensure you have specific ways to take action for each social interaction. You will have 10 minutes for this discussion. After 5 minutes, I will tell you to switch roles and begin working on the other person’s opportunities for everyday activism.”*
8. Ask participants to begin. After 5 minutes, ask participants to switch roles. When 10 minutes have passed call out *“stop!”*.
9. Discuss the exercise, sharing the opportunities for activism selected, using the questions below to guide you:
  - *What did you learn from this exercise?*
  - *Did the exercise help you think differently about your day and your role as an activist/to raise awareness/to support change? If so, how? If not, why not?*
  - *What types of social interaction were the most challenging for identifying how to take action?*

Drawing from the discussions in today’s session, summarize the key points of the day including:

- Change does not happen overnight – it is a process and can face many barriers along the way.
- The key to sustaining change is asking for help to change and having the support of family and friends along the way.
- We can be the change agents in our communities through starting community discussions and supporting and encouraging others to commit to violence-free relationships.
- Talking about the characters or storyline from the radio program can be a good way to start these conversations. For

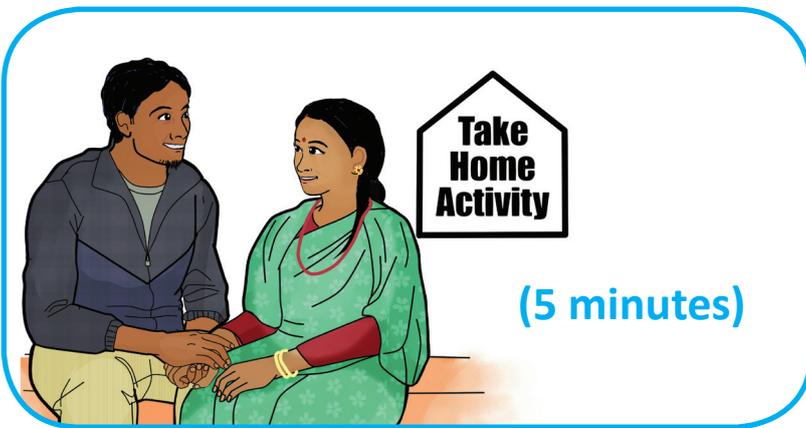
**(10 minutes)**

## Wrap Up



example, “Did you listen to *Samajhdari* last week? What did you think about...”

- Action comes in many forms. Activism and awareness raising does not have to always be a large or organized event. We can support change in our everyday interactions and relationships. Every choice we make throughout a day allows us to live and demonstrate our beliefs and encourage others to do the same.
- Communities can and should work together and support each other to create a positive environment for new behaviors. Together we can choose to behave in ways that are more supportive and respectful of everyone.



1. Ask participants to use one social interaction during the week to ‘be an activist’ / change agent and begin a conversation related to one of the key areas we have been talking about over the last few weeks.
2. Ask them to have a conversation with that person either about an issue or to find out how they can best support that person to maintain the change they are trying to make.
3. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program and call the IVR line.

# Let's Talk about Sex

Week

28

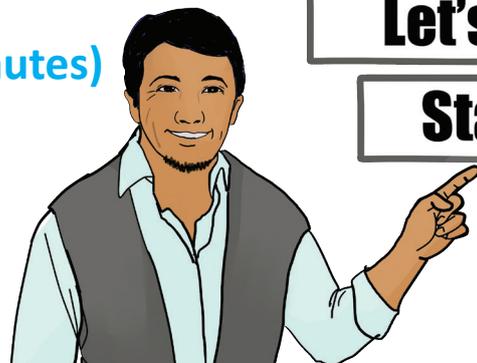
## Total Time: 2 hours

**Materials Needed:** Radio, episode recording, meta cards and pens (enough for the whole group).

**Aim:** The aim of this week is to build on previous episodes related to communicating about sex as well as reinforcing that it is ok for a woman to express her sexual desire. By highlighting how easily Shiva and Sarita are able to discuss their concerns and desires around sex, this episode highlights how they have become closer and more open with each other as a couple, and the role that good communication has played in this. The additional focus of this week is to address some of the myths around sex during pregnancy.

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group about the discussions related to changing our behavior and how this is a long process that requires support from friends and family. Remind the group that *“it is crucial that we work together to make our communities places that respect women and do not tolerate violence – and that we can all be the start of that change through our interactions with other community members and community activities”*.
2. Ask 2-3 people in the group to share how the ‘take-home’ task went, using the questions below to guide you:
  - *Did you identify someone to talk to?*
  - *What did you discuss? Was it easier or harder than you thought it would be?*
  - *Do you feel more confident to talk to others and support others to change their behaviors?*
  - *Are there any behaviors you want to change yourself? What support do you need and from whom?*

(15 minutes)





(30 minutes)



### Radio Program Highlights

Sarita is worried that Shiva is not interested in sex again. However, after an open discussion between them it becomes clear that he is simply worried about harming the baby if they have sex whilst she is pregnant. They agree to see the doctor to better understand sex and pregnancy.

The doctor gives Sarita advice about sex and pregnancy and she discusses it with Shiva as they walk to the hotel

to visit Manarupa and Surya.

In the hotel, Manarupa is hosting a meeting to discuss the upcoming community activity. They discuss the activity as a group and decide on doing a rally. Everyone is given the task of telling their friends and family to come along.

**Vox Pop:** Can you talk about sex with your spouse? If yes: What are the benefits to your marriage / sex life? If no: Why?

**Interview:** A gynaecologist and GBV specialist discusses sex during pregnancy, emotional support during pregnancy, family support, etc.

1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 28 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.

Bring everyone back to the main group. Once everyone is sitting down quietly, start the discussion, using the questions below to guide you:

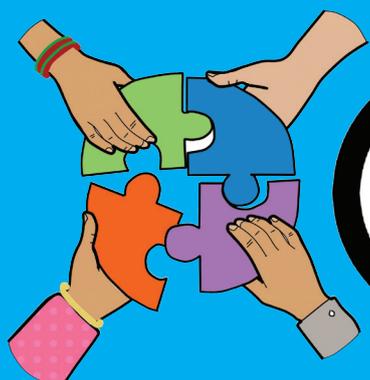
- *We heard that Shiva and Sarita are again having a discussion about sex today and Sarita expressed her sexual desire openly with her husband. What*

(20 minutes)



*are your thoughts on that?* (If group members express the view that it is indecent for a woman to express her sexual desire, as the facilitator, be sure to emphasize that it is the right of everyone – men and women – to express their sexual desire openly with their spouse and no one should be judged based on that.)

- *We have discussed a lot about how it is very important to have a conversation about sex with your spouse, but we also acknowledge that it is not an easy topic to discuss. Why do you think it is easier to discuss about sex with your friends rather than with your spouse?* (Suggested response: because it is a very sensitive topic and we are worried how the other person would react; often we (especially women) are taught that it is not an appropriate topic to discuss with our partners but it is essential that we find a way to open up about any concerns we might have).
- *In previous episodes, Sarita found it easier to talk to Manarupa rather than Shiva about her concerns related to sex, but now she feels confident to talk to Shiva directly. Why do you think this is? Is it better to talk to your spouse directly about these things?* (Suggested response: it is good to have a friend you can confide in, but in the end, sex happens between spouses, so it is always best to find a way to talk to your spouse directly. Choose a time when you are both relaxed and have privacy to talk without interruptions or distractions).
- *There are many myths about sex during the pregnancy. Is there anything new you learned today from the conversation with the doctor?* (Encourage the group members to send their queries related to sex and pregnancy to the EA team via IVR.)
- *The drama ended with everyone discussing activities to hold in the community to raise awareness of the issue of violence against women. Why do you think Manarupa wanted everyone to be involved in this discussion and decision?* (Suggested response: because it is an issue for the whole community, so it is important to include as many people as possible in the process and get everyone involved)



**(40 minutes)**



1. Explain that today's activity will help the group explore challenging conversations with their spouse about sex.
2. Distribute a meta card (same color) to each of the group members. Ask them to think of the situation they have encountered with their spouse regarding their sex life. It should be something they have not been able to bring up with their spouse or which

“When I start to talk to my wife about sex, she tries to ignore it and falls asleep. I want to know why this happens.”

Radio Program Listener,  
Chitwan

they have found difficult to discuss with their spouse. (If people are unable or uncomfortable to think of something for themselves, it can be something they have heard from others or a common issue in their community).

3. Ask everyone to write it on the meta card given to them and reassure them that no other participant will know who wrote what on the cards. Help members who are illiterate write their card. Be encouraging, but do not force anyone to share if they are not comfortable doing so.
4. Once everyone has written their issue/incident, collect the meta cards from the members (do not read them) and mix them up, so it is not possible to tell who wrote on which card.
5. Pick up one meta card at a time, read the issue written, and facilitate a discussion among the group members. Discuss why the issue is difficult to discuss with a spouse, and how to make that conversation more easy going.
6. Do this for as many of the cards / problems that you have time for in the remainder of the session. You can also encourage the group members to lead the discussion, as this will help them to feel more involved.

- Wrap up the discussion, reinforcing the following points.  
**Talking can be tough:** Talking about sex is possibly one of the more difficult conversations in life, because it is tied to the anxiety, these intimate subjects and acts create. Also, people often feel that there is a lot of risk involved with these conversations. However, just because the topic is intimate and the person is someone you love, you should not back down from bringing up the things that are important to you, as it is directly related to the quality of your marital life.
- **Timing is key:** For example, it is not a good idea to bring up the subject of sex while having sex, as both of you will likely be less open and objective about the conversation. If you want to discuss some unresolved aspect of your sexual relationship, a disappointment, or frustration, choose a time when you are together and relaxed.
- **Be honest:** If you are going to address this subject, be upfront and honest. This may seem like common sense, but there are many people who resort to code words or only bring things up half-way.
- **Avoid placing blame and attacking:** Avoid addressing this topic with “you” statements like “Why do you always want to ...” or “You always seem to initiate when I’m...”. Anytime a person feels attacked they’ll respond defensively –

it is part of our survival nature. Instead use “I” statements such as “I like it when you...”, “I feel more intimate and happy when we...”. During personal discussions, take care of yourself. Talk about your experience, your thoughts, and your feelings. While this will still impact your partner and may possibly hurt a bit, it increases the chances that you will be heard.

- **Ask questions:** Seek to hear their side of things, be clear on their perspective. This is especially good advice if you have a spouse who is reluctant to have this conversation.
- **Listen intently:** Slowing down to really listen can help keep the conversation calm and less emotionally charged. The less reactive you are, the more likely a good resolution will result.
- **Respect is vital:** Avoid talking down to your spouse and assuming they know what you are thinking. Also, avoid interrupting them while they are speaking.<sup>2</sup>

7. End the session by encouraging the members to start having conversations about the issues that needs to be discussed with their spouse and not avoid it just because it is a sensitive topic.

Drawing from the discussions in today’s session, summarize the key points of the day including:

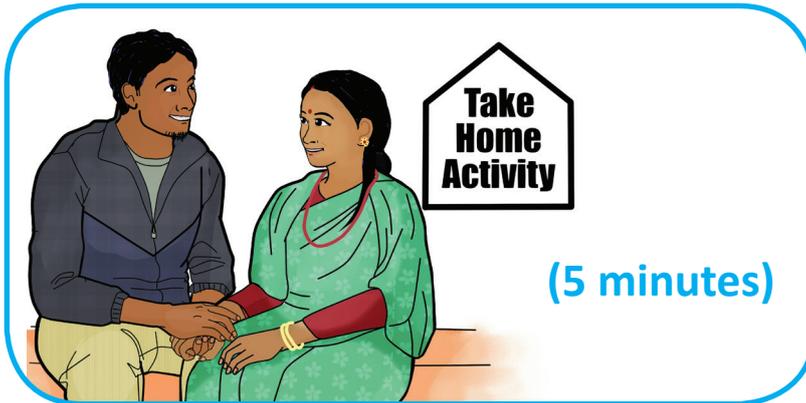
- Communication is important in any healthy relationship because it lets you share your feelings and tackle problems together. This is also true of your sex life, especially if something is worrying or upsetting you.
- Both men and women need and want sex and it is equally important for a woman as well as a man to express their sexual desires and / or initiate sex.
- Consensual sex during pregnancy is safe for most couples. However, if you are worried and, especially if you have had any bleeding or pain during sex, then it is important that you speak to a doctor.
- Forced sex during pregnancy can harm the mother and the baby.

## Wrap Up

(10 minutes)


<sup>2</sup> Adapted from: Allan, C. (n.d.) How to talk about sex with your spouse. Retrieved from <http://simplemarriage.net/how-to-talk-about-sex-with-your-spouse/>



1. Try to find a quiet, intimate time with your spouse to tell each other 3 things you want to share about your sex life together. It could be things that you like, or things that you want him or her to know or understand about how you feel when it comes to sex. Encourage the group to use their life skills like

empathy, creative thinking, and good communication to help them think about what they want to say and how.

2. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program and call the IVR line.
3. Remind everyone of the numbers for the IVR line and that it is toll free (does not cost them any money to call these numbers).

“During one of the session, I asked my group members if they ever thought or knew that their wives could have pleasure from sexual relationship. All the participant told me that they never thought about it. I asked them to talk to their wives about it. They came back and told me that it was eye-opening to them and have realized that their wives too have desires and feelings just like them.”

Khem Raj Subedi, Group Facilitator, Nawalparasi

# Enjoying Intimacy

Week

29

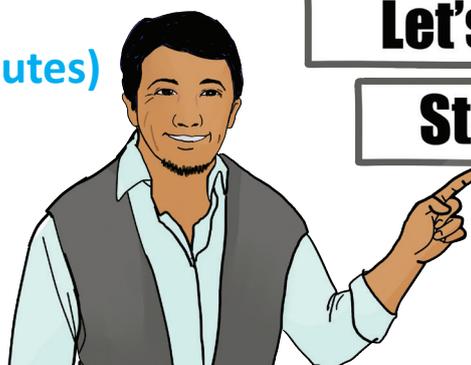
**Total Time: 2 hours**

**Materials Needed:** Radio, episode recording, flipchart paper, thick pens, and copies of the 'Home Task Sheet' (enough copies for all participants).

**Aim:** The purpose of this week is to highlight the emotional bond that comes from consensual sex, emphasizing that sex is not just a physical act. Sex is impacted by our emotions and can also impact our emotions, thoughts, and other factors in our day-to-day lives. By the end of the session, participants will understand how to feel closer and more intimate with their spouse and why increased intimacy has a direct impact on emotions and the overall well-being of individuals and the couple.

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group how communicating openly about sex is critical in a healthy relationship, and that both women and men both have the equal right to express their sexual desires. Remind participants that sex during pregnancy is safe in most cases, as long as it is consensual and not forced. However, if a couple has any questions or concerns about sex and pregnancy they should see a doctor, especially if the woman suffers from bleeding or pain.
2. Ask those who want to share how the 'take-home' exercise went. They do not have to share what was said, but simply how the experience was. Use the questions, to guide you:
  - *How many people talked to their spouse about their sex life?*
  - *How was the experience of talking openly like this with your spouse?*

(15 minutes)



- *How did you initiate the conversation? Have you ever shared like this with your spouse before?*
- *How did it make you feel to say these things to your spouse?*
- *How did it make you feel to hear back from your spouse about their feelings?*



(30 minutes)

### Radio Program Highlights

Manarupa is cooking at home. Although she is not a great cook, Surya Singh eats it happily and appreciates her efforts. Meanwhile, Tara and Padam are also very happy. They are sharing responsibilities, talking, and complimenting each other. After a happy day in each other's company they have consensual sex.

The next day, Tara goes to Manarupa's house to collect her milk money. They talk about their husbands' behavior towards them, including their sex life, and how it is better when other things in their life are also good.

The episode ends with everyone participating in the rally which they have been organizing.

**Vox Pop:** How do you maintain an intimate / close relationship with your spouse? How does the 'sexual relationship with mutual understanding and consent (happy sex)' contribute to make other facets of a couple's life happy?

**Interview:** How does emotional connection between couples during sex help to contribute to better sex and impact positively on the overall marital life? How do you establish this kind of emotional connection? What does it mean if one or other partner is not interested in sex? How do couples work together to overcome this?

1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 29 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.

Bring everyone back to the main group. Once everyone is sitting down quietly, start the discussion, using the questions below to guide you:

**(20 minutes)**



- *All the couples in the radio program seem very happy today. What do you think are the reasons they might be feeling this way? (Suggested response: they are communicating well, they are making each other feel appreciated, they are working together and supporting each other).*
- *We heard Tara and Manarupa talking about their husbands' behaviors towards them and how it makes them feel good when they are appreciated for their efforts. Do you think their husbands feel the same when they are appreciated?*
- *Have you thought about your own behavior towards your spouse? Do you do and say things that make them feel appreciated? (Probe: What sort of things? How does that help your marriage?)*
- *Tara mentioned how her experience and views towards sex have changed since sex has become consensual and only occurs when they both want it. What are your thoughts on that? (Probe: Have you ever compared the difference between forced and consensual sex? How might it make us feel different towards your spouse?)*

**(40 minutes)**

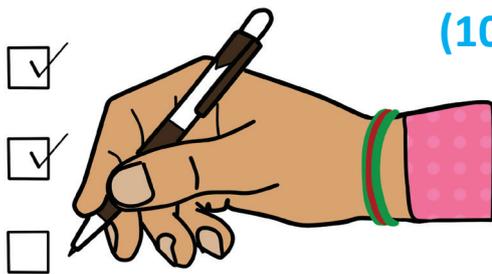


1. Explain to the group that you are going to do activity to help explore ways to be close and intimate with our spouses.
2. Stick two pieces of flipchart paper on the wall of the room so all group participants can see them. On the first piece of paper, write and say aloud – “*Things that encourage intimacy in our marital relationship*”.
3. Ask the group members to share their thoughts on this statement and make a list of what they come up with. (Possible responses: trust, love, respect, mutual understanding, effective communication, etc.)
4. Once everyone is happy with the list, explain that you are going to divide people into two groups. Each group will be responsible for half of the list they all just came up with. For each item written on the list, the group members will discuss and come up with one action/behavior

that they can do to demonstrate what's written on the list. For example, 'For my spouse to trust me, I need to share with her/him my thoughts openly too. To do this, I can try and use the time before we sleep to tell her how I spent my day and my feelings/concerns about the things I experienced/encountered.'

5. When the group members are clear about the task, divide them into two groups (five members in each group). Divide the list between the two groups. You can do this by drawing a line on the flipchart paper, to clearly show which group is responsible for which items.
6. Give the groups 15 minutes for the activity and ask them to begin.
7. When the 15 minutes is up, ask each group to present the actions they came up with for each point on the list. When all the points have been covered, encourage everyone to share/add any other actions that they may want to include in the list.
8. Conclude the activity by highlighting: *"Often we forget to think about how to get closer to our spouses and miss out on opportunities which can help us to maintain an intimate relationship. There are very simple behaviors that we can do as part of our day-to-day lives, however we do not do them as we get distracted by our routines, chores, responsibilities, etc. By making a little effort to talk and spend time with our spouse, we will soon realize that many aspects of our lives can improve, making us happier than before."*

## Wrap Up



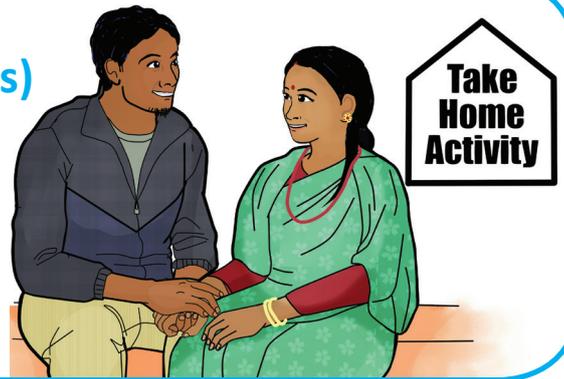
(10 minutes)

Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- Finding true intimacy in a relationship is about meeting one another's needs, making one another happy, and building trust between you. When you have these things, you will enjoy all the benefits of a positive relationship – including friendship, support, companionship, and physical pleasure (sex).
- Although sex is a physical act between husband and wife, it is also closely linked to our emotions and feelings of intimacy. When we are happy with our partner, we are more likely to want and enjoy sex. Equally, when we enjoy sex, we are more likely to feel intimate and happy in our relationships with our partners.

1. Go through the 'Home Task Sheet' with group members to ensure they understand it. If you have group members who are illiterate, then leave time to go through the sheet in more detail. Provide each group member with a copy of the sheet and ask them to discuss it at home with their spouse and practice as many of the steps as they can throughout the week.
2. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program.

(5 minutes)



“We have started talking more openly about sex these days and my wife is not shy like she used to be before. This has made our relationship intimate and strong.”

Shiv Bahadur Khatri, Group Member, Kapilvastu

# Home Task Sheet

## 10 Steps for Improving Intimacy in your Marriage

### 1. Be comfortable displaying your affection gradually

Not everyone is comfortable showing their affection with their spouse and that is ok. Start small – smile at each other, say kind things, and slowly build up to more physical shows of affection, such as hugging. Don't rush into it – it is ok to take time and go at a pace you are both comfortable with.

### 2. Engage in activities that encourage physical closeness

Doing things that require you and your spouse to be physically close is a good way to build intimacy. Sit near each other when you are watching TV or spending time together. Making a deliberate effort to have a part of your body (legs, arms, hands) touching one another when you are together increases closeness and affection.

### 3. Hold hands as a sign of affection

Holding hands is another simple way to show affection. It may seem awkward or childish at first, but it is a great way to feel affection. It can also be a way to let your spouse know they are on your side / supporting you.

### 4. Be playful!

Increasing intimacy in your marriage is an opportunity to not only display your affection for your partner, but also to have fun together in a light and playful way. Teasing your partner, flirting with them in a playful way, or tickling your partner can all lighten the mood. As long as teasing is done in good humor and with consideration for frustration or hurt feelings on your partner's part, it's a great way to become intimate in a more playful way.

### 5. Rethink your attitudes towards sex

Sex is a way to show your love for your spouse and also get to know them better. Don't put pressure on yourself or your spouse to have sex as a duty or something that married people are supposed to do. Instead, create situations that encourage you both to want to have sex and see it as a chance for you and your partner to be yourselves. Remember your spouse is a real person with her or his own preferences.

### 6. Make time for romance

Just because you are married, it does not mean there should be no romance between you. Take time to do things together that feel romantic – take a walk together, give each other a massage, make each other feel special.

### 7. Be open and communicative about everything – including sex

Use words to make sure that your spouse is happy in their life, including your sex life. If both of you focus on each other's satisfaction, then sex can become a great way to strengthen the bond between you.

### 8. Go to bed together (at the same time)

Going to bed is an opportunity to talk to your spouse and build an intimate

bond between the two of you. This is one part of the day when it is often just the two of you and provides an opportunity for honest and open conversations. Although your schedules might make it difficult to go to bed at the same time, try to make an effort to spend some time in bed together, including before your partner gets out of the bed in the morning.

**9. Never push for something that makes your partner feel uncomfortable**

Experimenting during sex can be fun as couple, but this works only when both partners are willing. If it is done without any regard for your spouse's feelings, then this might actually cause distance between you and put your spouse in a situation that makes them feel hurt or upset. Never push your spouse into something s/he is reluctant to take part in.

**10. Enjoy each other**

Have fun together and enjoy each other's company. Remember no one is perfect, but together you can work to bring out the best in each other.

**Total Time: 2 hours**

**Materials Needed:** Radio, episode recording, the 'Change Starts at Home' project poster, and paper and pens for the 'take-home activity'.

**Aim:** The purpose of this week is to show group members what is meant by quality time, give them ideas of how they could spend quality time with their spouses, and demonstrate the benefits of quality time for themselves and their relationship. During the task this week, the groups will critically analyze their planned community actions and ensure that they are suitable for the particular audience they want to engage.

**Let's****Start****(15 minutes)**

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group about the importance of intimacy and emotional closeness, not only for increasing physical desire and enjoyment but also for improving and enhancing married life as a whole.

2. Ask those who want to share how the 'take-home' exercise went. They do not have to share what was said, but simply how the experience was. Use the questions below to guide you:

- *Who discussed the 'home task sheet' with their spouse?*
- *Were the 10 steps relevant or useful?*
- *Did anyone try to introduce any of the steps in their relationship?*
- *How did that go?*
- *Does anyone feel closer with your spouse as a result of the 'home task' and last week's discussion?*

## Radio Program Highlights

Despite being very busy, Padam and Tara find some time for each other. They leave their baby with Padam's mother and both go out together for half the day. During their walk, they meet Padam's friend who teases him about being a hen-pecked husband. Padam hesitates a little, but manages to control himself.

(30 minutes)



Shiva and Sarita also decide to spend the day together and make a plan to visit a nearby town. As they go on their journey, they reminisce about fun childhood days, laugh, forget the entire world, and spend a quality time together just the two of them.

The next day in Manarupa's hotel, Arjun, Manarupa, and Padam are talking about the rally. Manarupa is feeling disappointed as despite a good turnout, she does not feel that it had the desired effect. Even more upsetting, Padam tells her that one of his neighbours, who attended the rally, still got drunk and beat his wife that night. The three of them talk about why it didn't work and what else they could do that would be more effective.

**Vox Pop:** How do you spend quality time with your spouse? How do you wish to spend it?

**Interview:** What is quality time and why is it important for a couple to spend some time together?

1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear.
2. Play the radio program – Episode 30 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.



Bring everyone back to the main group. Once everyone is sitting down quietly, start the discussion, using the questions below to guide you:

- *We heard today that all couples in the radio program are spending 'quality' time together. What do you think is meant by the term "quality time" for a couple? (Suggested response: For the couple to spend time together,*

*without their children or other members of their family. A time to talk and enjoy each other's company, ideally doing something together that they both enjoy).*

- *Why do you think it is important for a couple to have time together, just the two of them? How do you think it helps marital relationships? (Suggested response: time to talk, have fun away from the pressures of daily life, time to get to know each other better – all this brings a couple closer).*
- *What are the barriers to spending quality time together for couples? Do you face similar barriers? (Suggested response: barriers could include feeling guilty about choosing to spend time with your spouse and away from your family, family members being unsupportive of couples spending time together, the belief that it is 'indecent' if couples spend time with each other away from others).*
- *What do you need to do as a couple to overcome these barriers and ensure you have time together just the two of you? (Suggested response: accept it is not wrong to want to spend time with your spouse, in fact it is important for married life. Respond positively as a couple to your family if they speak out against your choice for quality time. Make time for each other).*



1. Explain<sup>3</sup> to the group that for the task you are going to focus not on each other as couples, but on thinking about community activities that the group is planning.

2. Start by asking the group: *"Why do you think Manarupa's rally was not as effective as she hoped it would be?"*

3. Explain that: *"As we have discovered over the past weeks and months, violence*

*against women is a very complex issue and changing behavior takes time. While a rally is a good way to raise awareness of an issue, it does not help people think about their behavior or support them to change.*

<sup>3</sup> Adapted from: SASA!. Action – Training: Inspiring behavior change module. SASA! Activist Kit. Retrieved from: <http://raisingvoices.org/sasa/>

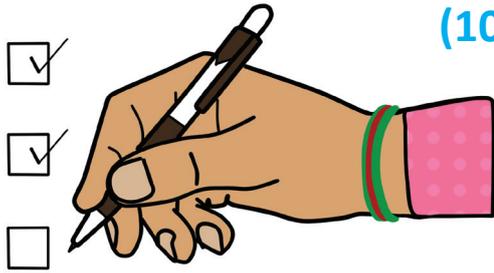
*While rallies are good to show support for women and demonstrate that people are against violence against women, it is unlikely that participating in a rally will lead either men or women to change their behavior. Rallies are also very common in Nepal, so often people are not learning anything new and may not be interested to join in."*

4. Ask the group: "What do you think about community actions that involve finding men who are committing violence, confronting them about their actions, and demanding that they stop?"
5. Let the group discuss this. Ask "Do you think it is an appropriate solution? Are there any risks involved?"
6. Summarize by explaining: "Confronting men who have committed violence could risk the safety of their wives. Shaming people, or labeling them as abusers, is also not an effective way to encourage changes in behavior. Effective community action should cause people to think without using any form of emotional or physical violence. It also needs to be inclusive, to encourage dialogue rather than shaming or stigmatizing either the perpetrator or the victim."
7. Ask the group to think back to their first community action (only ask this if the group has already completed one community action, otherwise skip this step). Ask the group if they thought the action was effective, why or why not? Discuss this briefly as a group.
8. Explain that in preparation for the next community action, the group will do a short exercise. Explain: "In this next exercise, you will work in groups. Each group will be given a certain type of community member to engage through their community action. You will have 15 minutes to work with your group to adapt your planned activity for your specific community member. Think carefully about where you might find them, their characteristics, and what information they need to know. Consider the time, place, and main purpose of your activity as well."
9. Divide the participants into 4 mixed sex groups.
10. Assign each group one of the following types of community members:
  - Men
  - In-laws and family members
  - Housewives
  - Youth
11. Ensure everyone understands the activity and ask them to begin.
12. When 15 minutes have passed, call out "stop!" Ask the groups to come and sit in a big circle and share how they have adapted their activity, using the questions below to guide you:
  - Do you think this activity was innovative/something new for the chosen community members?
  - Was the time and place suitable?
  - Was the purpose and message clear and well suited to the selected community group?
  - Will it be effective? What effect do you think it will have?

"Before, I used to be embarrassed to go out with my wife thinking that my neighbors will tease me or call me a henpecked husband. But these days we do a lot of things together. When we walk out in the street together, my neighbors call out saying - there goes the Samajhdar Jodi (Understanding Couple)."

Harsaman Tharu,  
Group Member,  
Nawalparasi

## Wrap Up



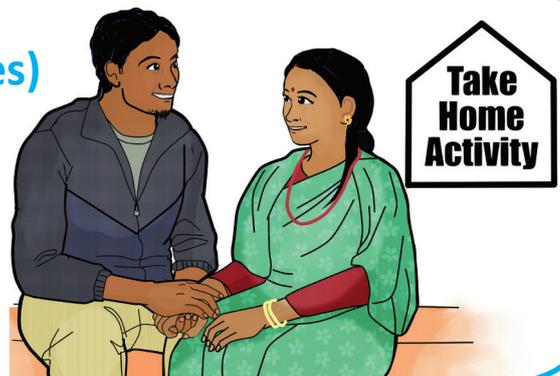
(10 minutes)

Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- Making sure we spend time with our spouses away from family and the pressures of daily life is important for building closeness between husbands and wives.
- When planning community actions, we must be sure that what we do will be effective and not cause any harm. The best way to do this is to do something innovative, to make people think and discuss, to not stigmatize or shame anyone with our message or actions, and to consider our audiences – who we are trying to reach, why, and how. This might include doing different activities for different audiences.
- Community actions can be formal or informal. It might just be starting a conversation with a person or a group of people about the issue.
- It is important to plan and even practice your community action before you do it in the community.
- All community members can be reached – you just have to consider who you want to reach, how, where, and when before launching the activity.

1. Refer the group members to the project poster, highlighting the road that couples go on - from two people who live in the same home, but are not really together and may have arguments / fights, to a couple who are close and in a happy home.
2. Ask the participants to work with their spouse at home to draw their own road they have followed in their marriage. They should draw where they were on the road at the start of the project (were they closer to the separate or together couple?) and where they are now. The couples should use this exercise to talk about whether they agree with each other about where they started and where they are now. They should discuss what more they need to do to get to the end of the road and the happy home. Give each member paper and pens, if they need it for the exercise, and ask them to bring the drawings back with them next week.
3. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program.

(5 minutes)



# Seeking Help

Week

31

## Total Time: 2 hours

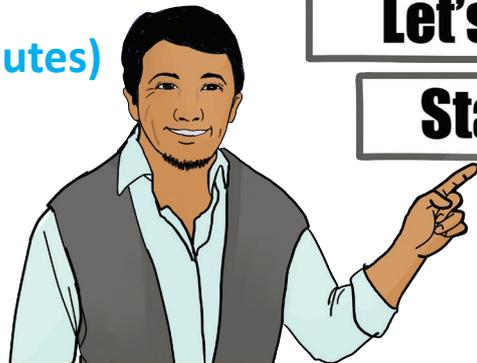
**Materials Needed:** Radio, episode recording, flipchart paper, and thick pens.

**Aim:** The purpose of this week is to address the perceived barriers that stop women who are abused from seeking help. By the end of the session, group participants will be confident to seek help for themselves if required, understand that asking for help is not something to be ashamed of, and those who do ask for help should be supported and not blamed or stigmatized.

Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group about the benefits of quality time and how it benefits a couple by giving them the space and time to become closer with one another.

1. Ask 2-3 participants to share their relationship road and discuss how the exercise went, using the questions below to guide you:
  - *Please describe your roadmap to us.*
  - *Did you and your spouse agree with where you were on the roadmap?*
  - *Do you feel that you have moved along the road?*
  - *After a conversation with your spouse, what do you think is needed to get to the end of the road?*
2. Facilitators, be sure to take these roadmap drawings and either photograph them, or give them to the field monitors to photograph when they visit next.

(15 minutes)



Let's

Start



## Let's Listen

(30 minutes)



Tara comes home and tells Padam that she just saw the neighbour's wife (Sunita) outside and she looked badly bruised. Tara wants to go and talk to her. At first Padam is hesitant, but in the end he agrees to her going.

Manarupa's mother-in-law comments on how busy Manarupa is, now that she is doing social work too, and asks her why she has to take it on. Manarupa explains that it is

everyone's responsibility to stop VAWG – it takes a whole community and she is just doing her part.

Tara knocks on Sunita's door and she answers shyly. Tara talks to her and shares her own experiences. Tara explains asking for help was the hardest, but the best thing she did. The conversation ends with Tara reassuring Sunita that she is there to help and support her, whenever Sunita is ready.

**Vox Pop:** How do you think we can support a woman experiencing violence at home to ask for help and not tolerate in silence?

**Interview:** Case study with a woman who sought help for the violence she was experiencing at home, with inserts from a legal / support person at the community level, about why asking for help is important and what options a woman has.

1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 31 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.

Bring everyone back to the main group. Once everyone is sitting down quietly, start the discussion, using the questions below to guide you:

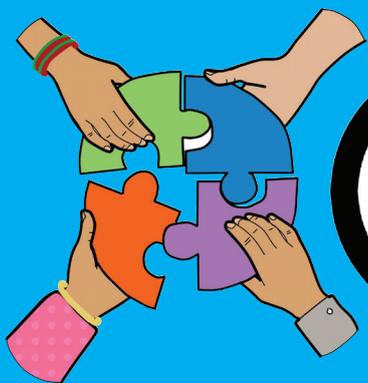
- *Tara was insistent that she wanted to visit Sunita, but Padam was hesitant. Who do you think was right in that situation? What would you*

(20 minutes)



do if you knew your neighbor was being abused? (Suggested response: it is important to let people who are experiencing abuse know that you are there for support so they know where to turn if they need it. However, it is also important that we don't force others into talking if they are not ready to.)

- *We heard how Sunita is suffering at home and how her husband, Ramesh, still beat her, even after attending the rally. What are your thoughts on that?*
- *Sunita was very hesitant to talk to Tara at first, but after a while she opened up. How did Tara encourage Sunita to talk without putting any pressure on her? (Suggested response: talked about her own experiences, made Sunita feel safe, did not judge Sunita or attack Ramesh, gave Sunita options rather than telling her what to do.)*
- *At one point Tara said that the abuse would not stop on its own and Sunita will have to take actions to end the cycle of violence. What do you think she meant by that?*
- *Do you agree with what Tara said? Do you think it's a tough but necessary decision for a woman if she wants the violence to end?*
- *What options do women in our community have if they want to ask for help? What can they do? Which options would be most practical and effective?*
- *How can we educate others in the community so that women are not judged or accused for ruining their family's reputation if they open up to other people about the violence they are facing?*



**(40 minutes)**

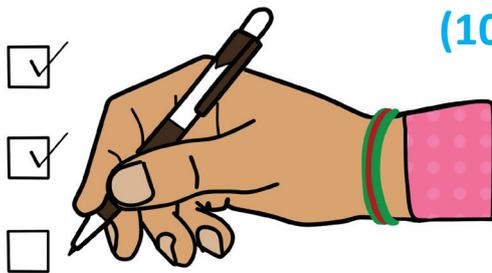


1. Explain: *“The purpose of this week’s task is to work in two groups and map out all the support systems available in your community. This can include all the different places and people available, for example: women’s groups, religious leaders or elders in the community, health posts, police / women cell, NGOs, etc. You should also think about where you belong in the map and what role you can play to support those seeking help in your community.”*
2. Encourage them to draw out a map of their village and mark all the different support services available on the map.
3. Divide the members into two groups (mixing those who are literate with those who are illiterate) and give each a piece of flipchart paper

and markers (if it is not possible to have two groups with literate members in each, then keep everyone together and facilitate yourself).

4. Give the groups 15 minutes to complete the task.
5. After 15 minutes, bring the groups back together and compare the two maps, ensuring everyone is happy with a final version that captures all the services.
6. Wrap up the activity by highlighting that it is not easy to come up with a decision to stand up against violence and no one should be forced to take action if they are not ready. Re-emphasize that the attitudes in the community need to change first, in order to create a safe environment for a woman to ask for help in the first place.

## Wrap Up



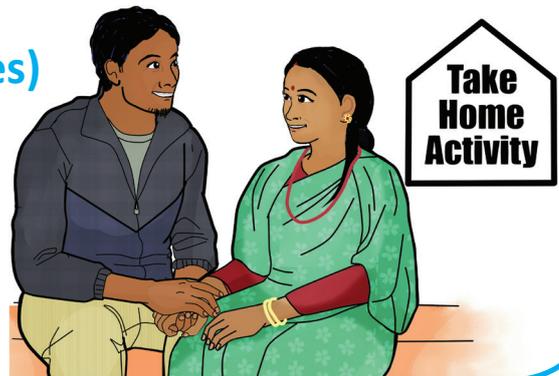
(10 minutes)

Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- It is important for everyone to understand that if a person is experiencing violence, then tolerating it in silence does not help them, their family, or their children.
- However, as a community, we also need to acknowledge that women, in particular, are not encouraged to speak out against violence in their relationship. We all have a responsibility to change that and ensure our community supports women to seek help.

1. Ask group members to go around their community and try to visit people or places (including police, women's groups, NGOs) they identified in today's task who support women experiencing violence. Tell them that they can do this with other group members, alone, or with their spouse. If there is no one to visit near them, they should find out information about free national hotlines available for survivors of violence and try to call them to get more information on what kind of services they provide.
2. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program.

(5 minutes)



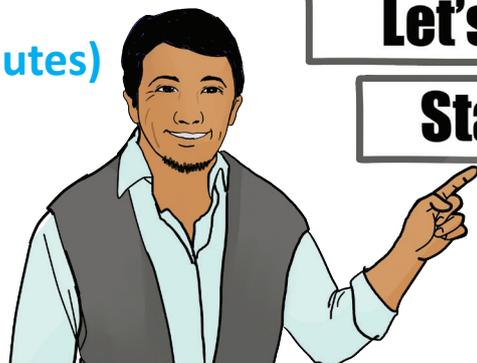
## Total Time: 2 hours

**Materials Needed:** Radio, episode recording, flipchart paper, thick pens, and the community maps drawn last week.

**Aim:** The aim of this week is to understand what a community's role is in supporting women who are experiencing violence. The session will give members the knowledge, skills, and confidence to 'step in' if they witness violence and to provide support to women seeking help. While 'stepping in' is encouraged through the discussions this week, group members will also be reminded that their role is as a supporter. They must listen to and respect the survivor and her story, ensuring she has power over what happens next.

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group that tolerating violence in silence is not the answer and does not make someone a good or loyal wife. The group should recognize that they have a role to work together to create communities that are safe and supportive for women who are experiencing violence and that do not tolerate VAWG in any form.

(15 minutes)



2. Ask if anyone wants to share what they discovered about their local services for supporting violence survivors as part of the 'take-home' exercise. Use the questions below to guide you:
  - Which service / organization did you visit?
  - What did you think about the services they provide?
  - Did anyone call a hotline number? What was your experience of that? In which kind of situation would you advise a person to call the hotline?
  - Did you learn anything new from visiting the different services?



## Let's Listen

(30 minutes)



### Radio Program Highlights

Sunita has thought about her discussion with Tara and has decided that she would like help from others. Tara takes Sunita to Manarupa's hotel where she tells Manarupa, Arjun, and Surya about her situation. At first, Manarupa, Arjun, and Surya start arguing about the best thing for Sunita to do, forgetting all about Sunita until

they realize she has left the room. Finally they understand that this is about Sunita, not about them. They begin to listen to what she wants, supporting her to find power within herself, rather than telling her what to do. The episode ends with Sunita taking time to think through her options and decide what she wants to do next.

**Vox Pop:** If you happened to witness an incident of violence between a couple in your neighbourhood, what would you do?

**Interview:** Discussion with a VAWG support service provider, highlighting the best way for a community to support women experiencing violence.

1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 32 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.

Bring everyone back to the main group. Once everyone is sitting down quietly, start the discussion, using the questions below to guide you:

- *When Sunita first comes to the hotel and shares her story, Manarupa, Arjun, and Surya start arguing about the best thing for Sunita. Was this helpful? What did we learn from this incident?*

(20 minutes)



- *How do you think Sunita felt while everyone was talking about her and her personal situation?*
- *Once everyone realized that they were not helping, they asked Sunita what she wanted and what she thought was best for her. Why do you think it is important to prioritize the person who is experiencing violence while trying to mediate an incident like this? (Suggested response: the person experiencing violence needs to decide what will work for her/him and what actions and choices s/he can live with. The person should consider the decisions that they can take responsibility for, according to their own context, strengths, and weaknesses).*
- *How would Sunita feel now that she was being asked what she wanted?*
- *What options do you think Sunita has in the current circumstances? What should she do now?*
- *What should Manarupa and the others do to help her? (Emphasize: based on the option selected by Sunita, the group should do their best to facilitate the process, but not pressure her to do anything she does not feel right about, or anything that she is not prepared for).*

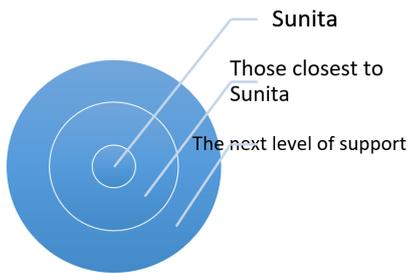
1. Begin by reminding the group of the support services that they identified last week. If you were able to bring the community maps drawn last week, place them up for the group to see what they wrote.

2. Explain that last week was about identifying different sources of support in the community, but this week the group will work in pairs to review these potential sources of support from the perspective of a woman seeking help (i.e. Sunita). They should consider the following questions:

- Who should she turn to first?
- Who will be the most supportive and helpful for her?
- What is the role of each of the groups / individuals / services to support her?
- Which groups might be difficult for her to approach?
- What needs to change to ensure that a woman feels well supported by these groups / services?

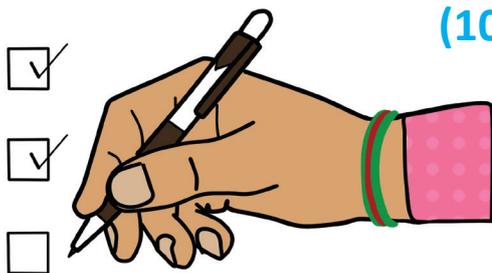
**(30 minutes)**





3. Divide the group into pairs and give them 15 minutes to discuss the different services available. After 15 minutes, ask everyone to stop and return to the group.
4. Ask each pair to share what they discussed with the group.
5. Once everyone has shared, draw 3 circles inside each other on a piece of flipchart paper, large enough for everyone to see (use the entire sheet of paper). In the center of the circles, write 'Sunita' (see diagram below for guidance). Using the feedback from the earlier review of support sources, write down the names of services, groups, or individuals, in the circle they best fit, according to the closeness of their relationship to Sunita.
6. Once it has been mapped out using the circle diagram, explain to the group: *"Those closest to you are a good resource for support, but they could also reinforce negative beliefs such as: the idea that a woman should not speak out and should tolerate violence to keep her family together. In some situations, it may be better to speak to a professional, friends, or elders in your community. The most important thing to remember is that each case is different and personal and that is why we should always think about solutions and support from the point of view of the woman who is experiencing violence. By providing support without judgment, or without forcing our own ideas, we are helping the woman to feel less powerless and more in control of her own situation."*

## Wrap Up



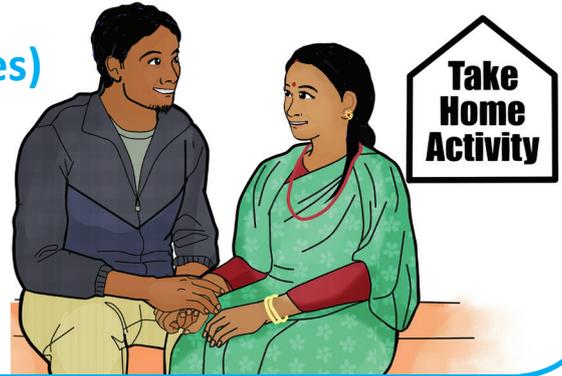
(10 minutes)

Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- Everyone in the community has a responsibility to support those who are experiencing violence in their marriage, and we must all work together to create an environment that is open, safe, and rejects violence.
- As a responsible and supportive community member, your job is to help the person who is experiencing violence to think through their options. Do not tell them what to do, but facilitate the process so that they feel in control of the choices they make.
- When providing support to a survivor of violence, always make sure that their needs are at the center and their views are listened to and respected.

1. Ask the group member to work with their spouses and talk to at least 4 people (2 each) about whether their community and families are a safe environment for women to come forward and ask for help, if they are being abused by their spouses. Encourage people to discuss ways that they can come together and change to make their community a safe place to seek help and end violence against women.
2. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program and call the IVR line.

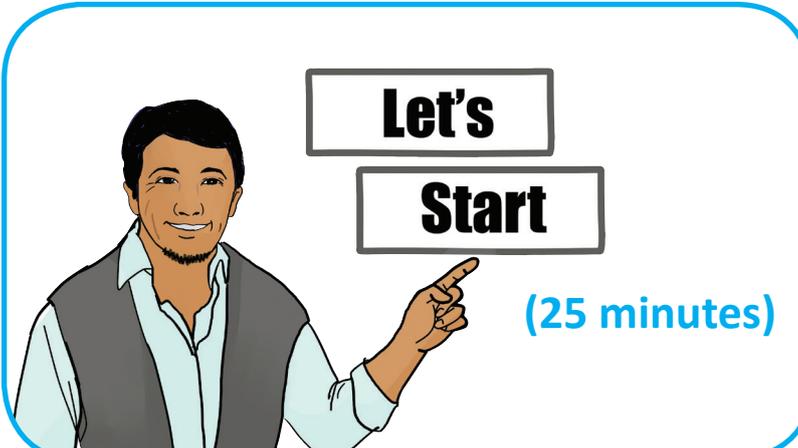
(5 minutes)



**Total Time: 2 hours**

**Materials Needed:** Radio, episode recording, flipchart paper and thick pens, and scissors (to cut out the scenarios on the Exercise Sheet (page 46) before the session).

**Aim:** The aim of this week is to understand, in more detail, what happens after a woman asks for help and the role individual community members and groups can play. The drama and activities will encourage group members to feel confident about providing support. They will also help the group members acknowledge what kind of support is the most helpful and how, sometimes, support, however well intentioned, can be harmful. By the end of the session, group members will be able to critically analyze why an intervention or offer of support was not safe for a person being abused and how to handle it in a safer way.



**Let's**

**Start**

**(25 minutes)**

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group that providing a supportive environment for women who seek help is the responsibility of all community members. However, it is also important that the person experiencing the violence is given the power and space to decide

what happens to her and her situation. Her needs and wants should be prioritized.

2. Ask 2-3 people in the group to share how their 'take-home activity' went. Use the questions below to guide you:
  - *Who was able to start conversations with neighbours, family, or others about the role we all play in creating supportive communities that reject VAWG?*

- *Who did you speak to?*
- *How did you start the conversation? What was the reaction of the person you talked to?*
- *Do you feel confident that you could start such conversations more often?*
- *Do you think that having these conversations can help change the way communities view IPV and respond to women who are experiencing violence?*

### Radio Program Highlights

Sunita comes over to see Tara and lets her know that she wants to take action to try and end the cycle of violence. She is worried about a formal mediation session, so they agree that Padam will try talking informally to Ramesh, as they used to be friends and play cards together.

Padam goes to find Ramesh and Ramesh is in a local *bhatti* (bar). He is initially happy to see Padam there after a long time. Padam asks him to go somewhere quiet so they can talk. When Ramesh realizes that Padam wants to talk to him about personal issues, he becomes angry and starts shouting at Padam accusing him of interfering. Padam manages to stay calm, but walks away.

When Padam gets home, he is still upset by what happened with Ramesh. However, Tara praises him for staying calm and they head to bed. Meanwhile, in the next house, Ramesh comes home drunk and beats Sunita, accusing her of gossiping about their personal business.

**Vox Pop:** People's opinion on things that we have to be careful about when supporting a violence survivor.

**Interview:** A GBV expert discusses how getting involved in a case of domestic violence can put a survivor at greater risk and how to avoid / mitigate this risk.

(20 minutes)



1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 33 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.



Bring everyone back to the main group. Once everyone is sitting down quietly, start the discussion, using the questions below to guide you:

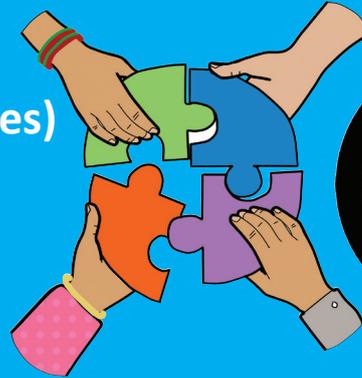
- Do you think that Tara listened and responded well to Sunita when she came over and talked to her? (Suggested response: yes, she did not force Sunita to do anything she was not comfortable with, like formal mediation, and together they found a solution that Sunita was comfortable with).
- *When Padam saw Ramesh the situation soon turned into an argument. Do you think that Padam could have handled it differently?* (Suggested response: Padam perhaps could have chosen to speak to Ramesh at a time when he had not already been drinking, if they had met in the day it might have been better. Padam did stay calm which was good, but he did walk away and left Ramesh angry and close to alcohol).
- *What did Padam do well?* (Suggested response: he did not mention that he had spoken to Sunita or that he was there because Sunita had asked him, he did not accuse Ramesh of beating his wife, but came to the issue gently, he showed concern for Ramesh and his happiness).
- *It seems that despite everyone's best intentions and plans to keep Sunita safe, Ramesh beat her because of Padam's intervention. What do you think went wrong here? What could Tara and Padam have done differently?* (Suggested response: Padam left Ramesh when he was angry and out drinking without explaining himself fully, he should have tried to stay with Ramesh or escort him home so he did not drink anymore, Tara and Padam did not warn Sunita or her family that the conversation did not go well and check that she was safe, they

should have gone around to Sunita's house and told her what had happened, so she could decide if she wanted to leave the house that night).

- *What was the advice given by the interviewee about how to intervene without putting anyone at greater risk of violence?*

1. Tell the group that this next activity will help them to understand how to prioritize the safety of a violence survivor when intervening in situations of domestic violence in their community.
2. Explain you are going to give them 4 scenarios and they need to try to come up with solutions and next action steps to resolve the matter in a peaceful and smooth manner.
3. Ask them to discuss the scenario and come up with a list of action steps to resolve the situation given to them.
4. Remind them that they need to prioritize the safety of the victim while resolving the matter, and ensure that the victim is not put at further risk in any way because of their actions.
5. Also remind them about life skills they have learned, particularly empathy, effective communication, critical thinking, and creative thinking. Those skills will be needed to resolve the scenarios that will be provided to them.
6. Divide the members in 4 groups and give them each a different scenario from the Exercise Sheet (page 46) and a piece of flipchart paper and a pen.
7. Give each groups 20 minutes to think it through, discuss, and write down their solutions on the flipchart paper.
8. If they have completed the first scenario and there is sufficient time, give groups a second scenario.
9. When they are done, ask a representative from each group to present their discussions and solutions to the other group.
10. After each presentation, encourage a discussion using the questions below. Make sure everyone's thoughts and ideas are captured and a complete action plan is developed to handle that situation, with the least possibility of harm:

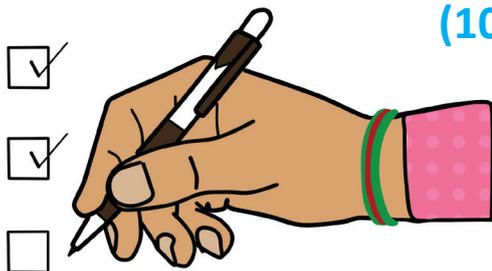
(40 minutes)



- *Do you think each of the steps mentioned here are practical and possible to follow in our context?*
- *Does it put the victim at further risk in any way?*
- *Do you have any other ideas or plans which are not mentioned here already?*
- *Do you all agree that this is the best course of action that can be taken in our context, within the resources that we have as a group?*

11. Summarize by emphasizing that once they start implementing their small grant activities regarding Gender Based Violence and Intimate Partner Violence, the community members will see them as a support system and might come to them with request to help. As a result, it is very important to remember that steps that we identified during this task, while trying to support the person.

## Wrap Up



(10 minutes)

Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- When intervening in a case of violence between husband and wife, the most important thing is to always ensure the safety and agency of the person being abused and their children.
- Once you start supporting someone, you will need to prioritize them and continue to provide support as long as they need it. If you don't feel like you will be able to do this, or the situation becomes worse, then you must always seek help from people who are more experienced and able to handle such situations.
- In addition to the safety of the person you are supporting, you must always remember your own safety. If a situation escalates and you feel at risk, then you must tell someone you trust and seek help from an organization who can give you extra support and advice.

1. Ask participants to take 10 minutes during the week to talk with their spouse about any previous cases of VAWG in their community that they themselves or others intervened in. Questions to consider include:

- Do they think the situation was handled well?
- If not, how could it have been handled better?
- What was the outcome for the man and woman involved?
- What would they do differently now if a similar situation occurred and they were asked for help? Why?

2. Thank everyone for coming and participating in the meetings, remind them of the day and time of the next meeting, and to bring one member of their family to the next meeting. Remind participants to encourage their friends and family to listen to the radio program.

(5 minutes)





## Scenarios

### Scenario # 1:

You get information that a person is beating his wife badly in your community. You go to that home as a group to intervene, but they close the door in your face, reminding you that 'it is their private matter and none of your business'. What do you do now?

### Scenario # 2:

A woman from your community comes to the group members and tells you that she is being controlled by her husband and other family members. They do not allow her to go out of the house or visit anyone, all she is allowed to do is to take care of the household chores and the animals. They also do not give her any money to cover her personal costs. She is finding it increasingly difficult to live in her in-laws house as she feels humiliated all the time. She shares her problems openly with you/group members, but also requests you to keep it confidential that she came to talk to you about this. She does not want her family to find out or do anything that might affect their reputation, as respected members of the community that people often turn to for advice. How are you going to help her?

### Scenario # 3:

A woman has been badly beaten by her drunk husband. She comes to the group members and asks for mediation and counselling. You all go to her husband and talk to him about why violence is not good and will not be tolerated. He seems very ashamed of what he did and promises to never repeat such behavior again. You all leave happily now that the problem is solved. But the next night, he beats her again after he comes home drunk. How are you going to handle such incident and make sure the problem is solved in the longer term?

### Scenario # 4:

You go to talk to a husband who regularly beats his wife. He does not like the fact that you are interfering with his personal life and gets very angry and aggressive (like Ramesh in the radio drama). He also gets very angry with his wife for telling other people about what happens at their home. He says that he will teach her a good lesson and make sure it never happens again. What would be your next steps now?

# Staying Safe

## COUPLES WEEK

Week

34

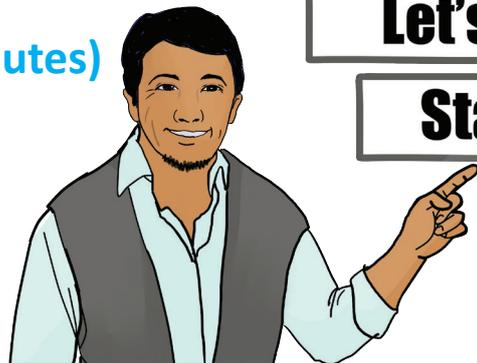
### Total Time: 2 hours

**Materials Needed:** Radio, episode recording, pens, and copies of the 'Personalized Safety Plan' Exercise Sheet (page 53-56). Make sure that there is enough copies of 'Personalized Safety Plan' for all participants.

**Aim:** The aim of this week is to discuss what to do when violence between a husband and a wife escalates and the situation becomes life-threatening. Group members will end the session by practicing the task of developing a safety plan for a woman experiencing violence in her home.

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group that when supporting a person who is experiencing violence, it is important to support them in their efforts to stay safe and to respect their choices as the individual knows her situation best. Also emphasize the importance of your own safety, as a person intervening, and to avoid confrontational situations.
2. Ask if anyone wants to talk briefly about what they discussed with their spouse with regards to previous cases where an individual or group in their community intervened in a VAWG case. Use the questions below to guide you:
  - *Did you agree with your spouse that the previous case or cases of VAWG, that they know of, have been handled well by the community?*
  - *Was there anything you would have done differently?*
  - *In general, does the group think that their community handles these cases well or could they do something different?*

(10 minutes)





## Let's Listen

(20 minutes)

### Radio Program Highlights

The drama opens with the sound of banging at Surya and Manarupa's hotel late at night. It is Tara with Sunita, who has been badly beaten. Tara tells Manarupa that Ramesh tried to kill Sunita. Surya and Manarupa reassure her that she is safe at the hotel. Sunita is very upset and doesn't know what she will do or where she will go, as her

family is not nearby. Manarupa says she can stay with them for a few days while they all decide what the best, next step is.

In the morning, Arjun comes to the hotel with two women from the district paralegal committee. They tell her that the paralegal committee will support her to get justice and discuss Sunita's options in this situation. Sunita listens, but is very hesitant to take any action. Her biggest worry is that her daughter is still in the house and she does not want to lose her child forever.

In the end, Sunita decides that she wants to return home. She requests that Manarupa and Surya take her back to the home and talk to her in-laws, so they are aware of what happened and will intervene next time if Ramesh gets violent again. Manarupa, Surya, and Arjun are concerned for her safety, but they decide to support her decision and Surya and Arjun leave with Sunita to take her home.

**Vox Pop 1:** What can we do as a community to help women feel that they will be supported if they take legal action in VAWG cases?

**Vox Pop 2:** What can we do as a community to put pressure on our leaders to ensure that our legal system supports women and holds perpetrators of domestic violence accountable?

**Interview:** Discussion with a lawyer on the legal steps a victim can take when they experience violence, the issues that currently exist in the legal system when it comes to domestic abuse, and how we can better support women to bring domestic cases to court, if that is their choice.

1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 34 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.

Bring everyone back to the main group. Once everyone is sitting down quietly, start the discussion, using the questions below to guide you:

**(15 minutes)**



- *Why do you think Arjun brings in the paralegals at this stage? (Suggested response: Because the situation has escalated and they no longer feel that they can support Sunita themselves and need professional help and support).*
- *What did you learn from the paralegals visit? Have you heard about paralegals before? Do you have these people in your community?*
- *What are your thoughts on Sunita's decision to go back home? Do you feel worried about her safety? Do you think having in-laws aware of the situation will keep her safe?*
- *What do you think Manarupa and the others should have done? Could they have prevented her from going back home? (Suggested response: if someone wants to go back home you cannot force them not to, Manarupa and the others told Sunita her options, sought advice from experts, offered her a safe place to stay. There is not much else they can do if she still wants to go home except to remain in regular contact, let her know she can come to them at any time if a situation arises, and provide emotional support to her. Talking to the in-laws and asking them to ensure Sarita is safe is a good step, but does not, of course, guarantee her safety. The friends have helped Sunita to see her options and when she is ready, she may act on some of those options, but the time has to be right for Sunita).*
- *What other options, other than going back home, does Sunita have?*
- *All of us want situations to end well between couples no matter what, but it does not always happen. Like in Sunita's case, when do you think is the time to say "this situation is not going to get better, this person is not going to change, so I need to take a tough decision to separate myself from this and get out"?*
- *Why do you think women like Sunita do not leave their abusive relationships? (Suggested response: fear about what others might say, a lack of support systems for women once they leave their marriages, her worries that her society may not accept her, she may not have the funds or the family support to do so.*

Importantly, she likely loves her husband and is hopeful that her husband can change).

- *What changes do we need to make as a community to ensure there is a more supportive environment for women who feel they have no other choice or whose life is in danger? (Suggested response: educate ourselves about the support mechanisms available in the community for women who leave their marital home, raising awareness within our community about the importance of supporting women in these situations, leading by example and being friendly, supportive, and helpful to women who have left their husbands).*



**(40 minutes)**

1. Explain to the group that we always need to respect the decision of the victim when we are trying to provide support. If a person decides to return home and continue to live with an abusive partner, like Sunita did in this radio program, we cannot go against their wishes. But, it is our responsibility to make sure that the person who has experienced the abuse is able to read the danger signs, assess the risk level, and take appropriate actions to protect themselves if a situation becomes unsafe. A person is often at most risk of serious harm or death when they are trying to leave a violent relationship.
2. Explain that one approach to understanding and thinking through potential risks is to develop a safety plan and today's task will help the group do this for Sunita.
3. Emphasize that the group members can follow the same process when they are assessing the situation for others or for themselves, if required in the future.
4. Explain that a safety plan is a coordinated plan made with the woman experiencing violence, so that she can be prepared and those around her can be prepared if a situation occurs and her safety is at risk.
5. Divide the members into 2 groups. Give the 'Personalized Safety Plan – Part 1' Exercise Sheet (page 53) to one group and the 'Personalized Safety Plan – Part 2' Exercise Sheet (page 55) to the other group. Explain that taking Sunita's case as an example, they should come up with appropriate steps/plans to ensure her safety.
6. Give the groups 20 minutes to complete their safety plan.
7. Once both groups are done, ask them to present their plan to the rest

of the group. Encourage others to give feedback and, as the facilitator, add to what is presented.

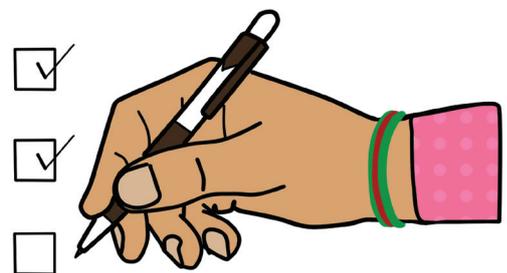
8. Give copies of the blank 'Personalized Safety Plan' Exercise Sheet (page 53-56) to the group members. Tell members they can keep these to use with friends, family, others in the community, or themselves, if required.
9. Wrap up the activity by encouraging them to use the templates for themselves, if needed, or to share them with people that they know

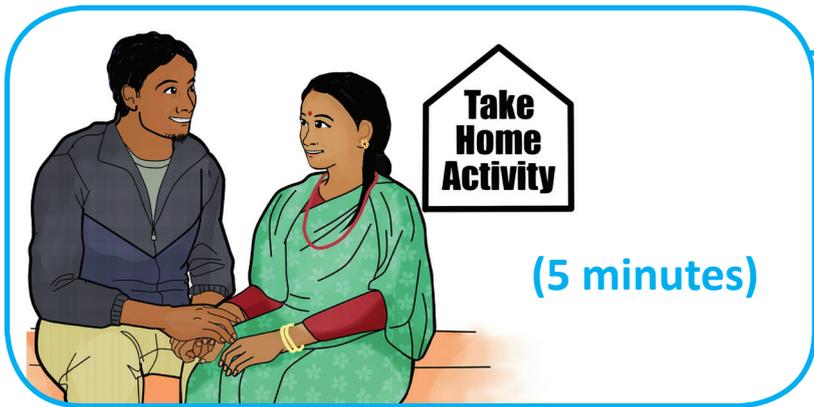
## Wrap Up

(10 minutes)

Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- A safety plan is a personalized, practical plan that can help a person avoid dangerous situations and know the best way to react when they are at risk. Creating a safety plan with someone who is experiencing abuse or considering leaving a violent relationship can be a very helpful exercise.
- When a person decides to leave an abusive relationship, they are often at the most risk of violence or death. For this reason, it is very important to help that person think through practical steps they can take to leave as safely as possible and mitigate / reduce the likelihood of harm coming to them.
- It is important that a person living in an abusive relationship is able to read the signs of danger and assess the situation clearly so s/he is able to protect themselves and the children from serious harm.
- There are legal options open to women experiencing violence, but women should not be forced / pressured in to taking legal action. It should be their decision when/if they want to go for legal or any other options.
- Women may worry about the reactions from their family or community if they take legal action. As a community, we must do what we can to support women who decide to take legal action, including putting pressure on our leaders to ensure men are held to account for their actions in cases of domestic violence.





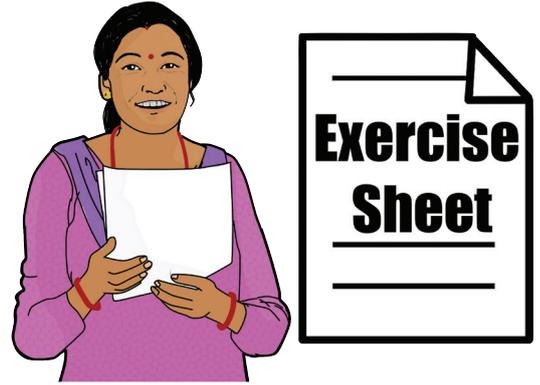
1. Ask the group members to take some time this week to talk to people who attended one of their previous community actions. Suggest that they use this opportunity to find out what people thought about the activity, and any changes it made in the way they think about VAWG, gender roles, the relationships between husband and wife, or another related issue.

2. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program.

## Personalized Safety Plan<sup>4</sup>

Instructions: Imagine you are Sunita (as a group) and come up with a safety plan using the guided questions below.

**Part 1: What are the strategies Sunita can follow to be safe at home while staying with her husband:**



1. Who should she tell or inform? What can she ask them to do or be aware of?
2. How can she prepare her children so that they know what to do if an unsafe situation occurs?
3. How can she prepare her neighbours so that they know when she needs help and what to do?
4. What should she keep ready and where, in order to leave quickly if necessary?
5. What should she plan to do if she expects that an argument might occur with her husband? Where should she try to avoid having an argument?
6. What can she do to protect herself until help arrives during a violence argument/incident?

<sup>4</sup> Adapted from: National Center on Domestic and Sexual Violence. (n.d.). Domestic violence personalized safety plan. Austin, TX.

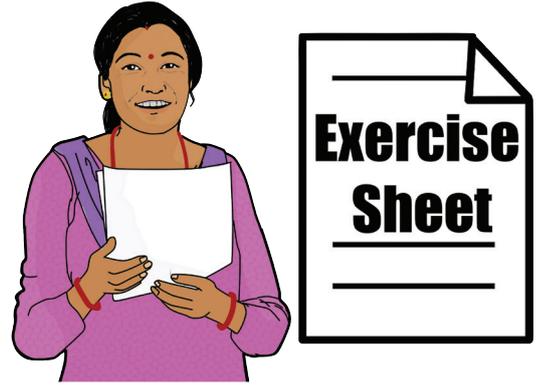
**Part 1: Example safety plan for use with community members or personally to be safe at home while staying with an abusive spouse. This should be completed with the person who requires help:**

1. I can tell my \_\_\_\_\_ (neighbors, close friends or relative) about the violence I am facing and request that they inform relevant authorities to come for help if they hear suspicious noise coming from the house.
  
2. I can teach my children how to use telephone/mobile to contact person listed above and inform them. I will also make sure that the children are reminded frequently so that they don't forget.
  
3. I can use \_\_\_\_\_ as my code with my children, family member, neighbor or close friends so that they can call for help and ensure that they are reminded frequently so that they don't forget.
  
4. I can keep money and other essentials ready and put them in \_\_\_\_\_ (location) in order to leave quickly if necessary.
  
5. If I expect I will have an argument with my spouse, I should try and move to a place that is low risk, such as: \_\_\_\_\_ (open spaces, outdoor area). I should try and avoid having an argument in closed spaces or in rooms without access to an outside door.
  
6. I should use my judgment and intuition. If the situation is very serious, I can give my partner what he wants and calm him down while trying not to escalate the situation. I must protect myself until help arrives.

## Personalized Safety Plan<sup>5</sup>

Instructions: Imagine you are Sunita (as a group) and come up with a safety plan using the guided questions below.

### Part 2: What safety measures should Sunita consider following when preparing to leave?



1. What kind of items (i.e. money, clothes, etc.) should she leave with someone nearby so she can leave quickly and who should she leave it with?
2. What important documents should she keep copies of and where should she keep them?
3. What else should she consider doing to increase her independence?
4. Who can she check with about a place to stay or money if needed in an emergency?
5. Who should she ask to review this plan?
6. How often should she review this plan?

**What items are the most important that Sunita should take with her? These items should be placed in one location, so that if she has to leave in a hurry, she can grab them quickly. Where do you suggest she store them?**

<sup>5</sup> Adapted from: National Center on Domestic and Sexual Violence. (n.d.). Domestic violence personalized safety plan. Austin, TX.

## Part 2: Example safety measures when preparing to leave.

1. I will leave money, an extra set of house keys, clothes, and other essentials with \_\_\_\_\_ (Insert name of trusted person) so I can leave quickly.
2. I will keep copies of important documents/items (see list below) at \_\_\_\_\_ (Insert name of trusted place here)
3. I will open a savings account to increase my independence.
4. Other things I can do to increase my independence include: start taking vocational training where possible, start to learn basic reading and writing, look for ways to earn money, learn to use mobile phones, start strengthening my social and family network.
5. I will check with my family members, relatives, or close friends to see if they would be able to let me stay with them or lend me some money if needed.
6. \_\_\_\_\_ (insert name of person providing support if needed) has agreed to help me review this plan.
7. I should sit down and review my safety plan every \_\_\_\_\_ (insert frequency) in order to plan the safest way to leave the residence.

**Items on the following lists are the most important things that Sunita should take with her. If there is time, the other items might be taken, or stored outside the home. These items might best be placed in one location, so that if she has to leave in a hurry, she can grab them quickly.**

- Citizenship ID card, passport and any other ID cards
- Birth certificate, Marriage Certificate, Children's birth certificate
- Money
- ATM card, bank cheque book
- Medications
- Property deeds
- Jewelries
- School books and uniforms of children
- Important contact details of her closed family and friends.

# Knowing When it's Too Much

Week

35

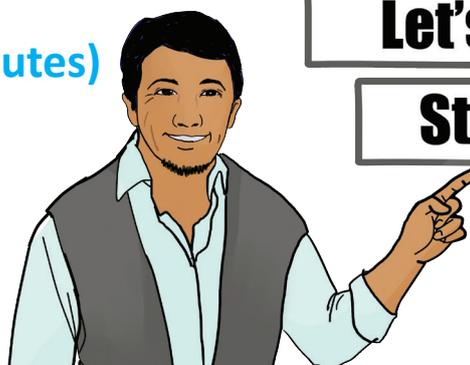
## Total Time: 2 hours

**Materials Needed:** Radio, episode recording, meta cards and pens, and copies of the Facilitator Notes (page 63) 'Impact of Domestic Violence on Children' (for participants who request it).

**Aim:** The aim of this week is to continue looking at positive ways to provide support for a victim of violence, including when their situation escalates and they decide to leave their marital home. One particular angle that will be discussed is the impact of abuse / abusive relationships on children. The group will explore the impact of abuse on children and how to best protect them.

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group about safety planning and the importance of thinking through practical steps to stay safe at home or when preparing to leave an abusive relationship. Also highlight our role as a community in supporting women who decide to leave their husbands and seek legal action. Emphasize that, central to being a support for someone experiencing violence, is listening to the person, providing emotional and practical support (i.e. safety planning) and giving people accurate information about sources of formal assistance that are available.
2. Ask if anyone wants to talk briefly about the conversations they had with friends, family, or other community members who attended one of their community actions. Use the questions below to guide you:

(10 minutes)



- *What feedback did the person who attended the community action give?*
- *Did they share anything unexpected?*
- *Did they mention any change in their views or behaviors as a result of taking part in the community action?*



**(20 minutes)**

### Radio Program Highlights

Sunita, Manarupa, and Surya arrive at Ramesh's house. They enter and Sunita's in-laws start to ask where she has been all morning. They also ask about Sunita's daughter Jyoti. Sunita is confused as she thought Jyoti was at home with them. When they realize Jyoti is missing, Sunita runs out of the house to look for her. Manarupa and Surya follow.

Sunita, Manarupa, and Surya search around for Jyoti. Eventually they find her in the cow shed. She is terrified, upset, and refuses to go back in to the house. Manarupa suggested they go next door to Padam's house and get the girl cleaned up. They leave together.

Back at Padam's house, Sunita says she has thought again about what everyone said and has decided not to return to her in-laws house. She acknowledges that it will still be hard, but staying will not improve her situation and she needs to think of her safety and her child. The others say they will support and help her.

**Vox Pop:** What is the effort in your household to make sure that children are not affected by the arguments, tension, disagreements, or disputes that can occur between adults in the home?

**Interview:** A personal story from the point of view of a dad who saw how his abuse what affecting his child and stopped.

1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 35 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.

Bring everyone back to the main group. Once everyone is sitting down quietly, start the discussion, using the questions below to guide you:

(15 minutes)



- *What are your thoughts on the reaction of Sunita's in-laws and husband when she went back home with Manarupa and Surya Singh? (Suggested response: they were not supportive. They had not worried about where she was the whole night, and then shouted at her for not doing her household chores).*
- *Is this normal/expected behavior towards a daughter-in-law? How do you think this made Sunita feel? (Suggested response: isolated, victimized, unsupported, angry).*
- *If her situation in the house is like this, why do you think Sunita still went back home to her in-laws? (Suggested response: because she has nowhere else to go, she was worried about her daughter).*
- *Sunita faces many challenges when deciding what to do about her marriage. It is always good to hope that things might work out between Sunita and Ramesh someday, as at times we have seen couples in the community who have been able to work on their marital issues, alcohol use, etc. But where do you think one should draw the line? When should we be hopeful and try to work on our marriage issues and when should we say "It's too much for now and I am not going to tolerate any further"? (This question may work better as an internal thought process rather than asking people to share, as deciding when to leave a relationship is very personal and unique to each person).*
- *We all heard that Sunita has drawn a line for herself. For her, it was too much to see the impact of violence on her daughter. The father who was interviewed also shared how seeing the impact of violence on his kids caused him to stop being violent. Were you aware of the impacts of violence on children before listening to the program today? What new information did you learn?*
- *Do you think couples can always make sure their children are not witnessing or exposed to the conflict/violence that may happen in the home? (Suggested response: if there is violence in the home, it is likely a child will witness it, and even if they do not witness it directly, they will feel the impact of it from the stress and upset in the house. It is very difficult to protect children from this).*
- *Do you think that is something we should all think about more?*



(40 minutes)

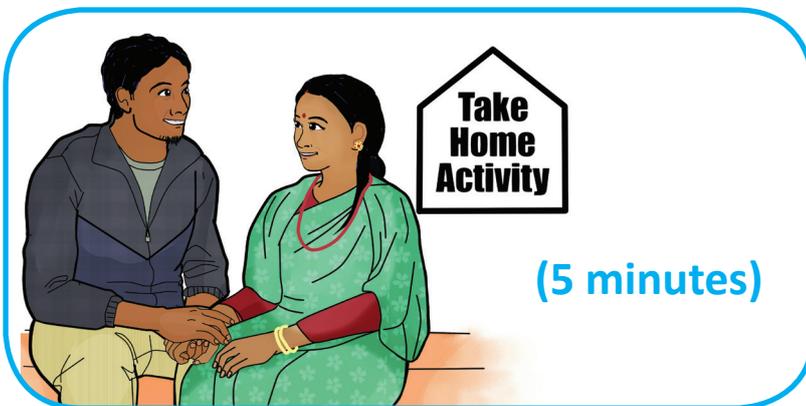
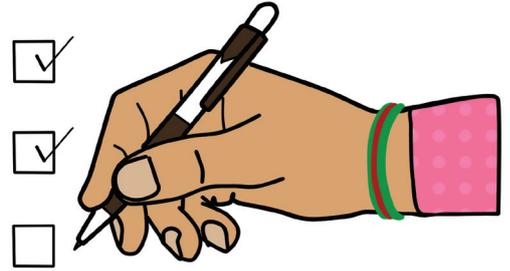
1. Explain to the group that you will all use the 'Task Time' this week to review and reflect on the community actions the group has done so far, beginning with a short discussion on the strengths and weaknesses of the activities carried out so far.
2. Point out one area of wall for strengths and another for weaknesses. Explain you will be giving meta cards to everyone and, after discussing strengths and weaknesses in small groups, they will write them down on the cards and stick them up on the wall.
3. Pass around pieces of meta card so that everyone has 3-4 pieces in front of them. Ask the group to form a group of 4 with those sitting next to them and begin the discussion. They will identify 3-5 successes / strengths of the activities they have done so far and 3-5 weakness / areas for improvement. Once they have identified the strengths and weaknesses, one person from each group will come up and stick them on the wall.
4. Give the groups 15 minutes for this reflection.
5. After 15 minutes ask everyone to stop and invite 1 or 2 people from each group to talk about the strengths and weaknesses they have identified.
6. Use the questions below to guide the reflective discussion:
  - *How well organized did you feel before the event? Did it go as you planned / hoped? What could have gone better?*
  - *How many community members attended? Did both men and women come? How could you have had more community members / men / women involved? (Suggested response: consider the location and time of the event, choose a time and place that is suitable for the majority of the community, do promotion before the event so as many people as possible know about it, work with other community groups to promote the event and help with potential locations and supporters).*
  - *How did the community members respond? Did anyone respond negatively? If yes, how did you handle that? How could you handle negative feedback or disruptions in the future? (Suggested response: be open to alternative points of view from people, as discussion and dialogue is helpful, but do not engage directly with anyone actively trying to disrupt the event, especially if they are becoming aggressive or upsetting others. In this situation it is best to ask them to leave).*
7. For the remainder of the time, give the group an opportunity to sit together and discuss their next activity, based on feedback from the last one.

Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- For every person, the point when we need to say “this is too much” will be different. However, it is important to try and analyze our situation and talk to those we trust to help us know when to take the required steps to protect ourselves and those around us.
- However, there are a few indications that you do need to get help, for example:
  - If your life or the life of those around you is in danger from domestic violence
  - If you feel depressed or have thoughts about hurting yourself or someone else to escape your marriage
  - If you find yourself hitting or otherwise hurting your children out of frustration with/from your husband
  - If you think or notice that the way your husband is treating you is affecting your children
- Violence between a husband and wife will affect the children, this could be emotionally or physically, and can also result in the children modeling that same behavior in their own lives in the future (either as a perpetrator or a victim).
- As a community, we need to let women know that they are supported if they choose to leave their relationships and that there are options for them.

**(10 minutes)**

## Wrap Up



1. Ask participants to take 20 minutes during the week to discuss with someone in their family, friendship group, or in the community either:
  - The impact of domestic violence / arguments in the home on children.
  - How, as a community, we can support women who are in a very difficult

situation that cannot be resolved, and may be looking to leave their marriage for their own or their children's safety.

2. Remind the group members to use the information and discussion points that were covered in today's session and, if possible, share the Facilitator's Notes (page 63) on the impact of domestic violence on children with those members who want it.
3. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program and ensure they know when it is broadcast and on which station.

“We should support the victims of violence without placing any judgment or assumption.”

Radio Program Listener, Nawalparasi

## Impact of Domestic Violence on Children<sup>6</sup>

### What does witnessing violence mean?

Witnessing can mean SEEING actual incidents of physical/and or sexual abuse. It can mean HEARING threats or fighting noises from another room. Children may also OBSERVE the aftermath of physical abuse such as blood, bruises, tears, torn clothing, and broken items. Finally, children may be AWARE of the tension in the home such as their mother's fearfulness or their father's anger.

### What are the feelings of children who are exposed to violence between adults in the home?

Children who are exposed to/witness violence in the home can become fearful and anxious as they are watching and waiting for the next event to occur. As they never know what will trigger the abuse, they often do not feel safe and worry for themselves, their mother, and their siblings. They may also feel powerless and this can lead to feelings of worthlessness and depression.

Children who grow up with abuse are often expected to keep the family secret, and this can be a huge emotional burden on a child, causing them to become withdrawn and introverted. They may blame themselves for the abuse thinking if they had not done or said a particular thing, the abuse would not have occurred. They may also become angry at their siblings or their mother for triggering the abuse. They may feel rage, embarrassment, and humiliation.

Children of abuse frequently feel isolated and vulnerable. They often get less attention, affection, and approval from both their parents.

### What behaviors do children who witness domestic violence exhibit?

The emotional responses of children who witness domestic violence may include fear, guilt, shame, sleep disturbances, sadness, depression, and anger (at both the abuser for the violence and at the mother for being unable to prevent the violence).

Physical responses may include stomach aches and/or headaches, bedwetting, and loss of ability to concentrate. Some children may also experience physical or sexual abuse or neglect. Others may be injured while trying to intervene on behalf of their mother or a sibling.

The behavioral responses of children who witness domestic violence may include bad or aggressive behavior, withdrawal, or anxiousness to please. The children may exhibit signs of anxiety and have a short attention span, which may result in poor school performance and attendance. They may experience developmental delays in speech, motor, or cognitive skills. They may also use



<sup>6</sup> Adapted from: Sudbury-Wayland-Lincoln Domestic Violence Roundtable. (2008). The effects of domestic violence on children. Retrieved from <http://www.domesticviolenceroundtable.org/effect-on-children.html>

violence to express themselves, displaying increased aggression with peers or mother. They can become self-injuring.

### **What are the long-term effects on children who witness domestic violence?**

Whether or not children are physically abused, they often suffer emotional and psychological trauma from living in homes where their fathers abuse their mothers. Children whose mothers are abused are denied the kind of home life that fosters healthy development. Children who grow up observing their mothers being abused, especially by their fathers, grow up with a role model of intimate relationships in which one person uses intimidation and violence over the other person to get their way. Because children have a natural tendency to identify with strength, they may ally themselves with the abuser and lose respect for their seemingly helpless mother. Abusers typically play into this by putting the mother down in front of her children and telling them that their mother is “crazy” or “stupid” and that they do not have to listen to her. Seeing their mothers treated with enormous disrespect, teaches children that they can disrespect women the way their fathers do.

Most experts believe that children who are raised in abusive homes learn that violence is an effective way to resolve conflicts and problems. They may replicate the violence they witnessed as children in their teen and adult relationships and parenting experiences. Boys who witness their mothers’ abuse are more likely to batter their female partners as adults than boys raised in non-violent homes. For girls, growing up in an abusive home may result in the belief that threats and violence are the norm in relationships and thus, result in the girl entering in to violent relationships as an adolescent / adult.

Children from violent homes have higher risks of alcohol/drug abuse, post traumatic stress disorder, and committing crime (both as a juvenile and as an adult). It is also a major reason children run away.

# Safer Communities

Week

36

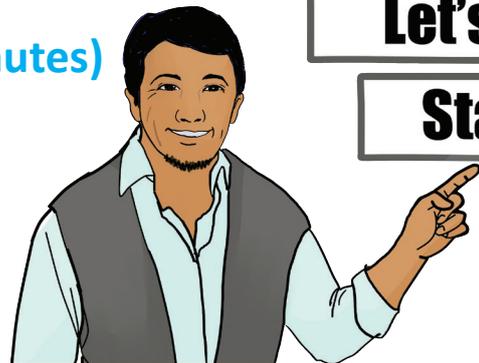
**Total Time: 2 hours**

**Materials Needed:** Radio, episode recording, flipchart paper, and thick pens.

**Aim:** The aim of this week is to discuss how we can create safer communities that do not accept violence. The couples are beginning to see and live changes in their relationships and understanding of violence, so this week will see a shift towards thinking about how that learning can be spread further in their own communities.

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group that violence between a man and wife does affect children, either physically or emotionally, and can result in children becoming either perpetrators or victims in the future. Also, highlight that the decision for a woman to leave an abusive relationship is extremely tough and extremely personal for each individual.
2. Ask if anyone wants to talk briefly about what they discussed with their family, friends, or community as part of the 'take-home' task last week. Use the questions below to guide you:
  - *Did you discuss the impact of violence on children?*
  - *If they discussed the impact of violence on children: How did the person you spoke to react? Was the information new to them? Did they agree?*
  - *Did you discuss how to be a more supportive community to women who leave their husbands due to abuse? If they discussed being a more supportive community: What solutions did you come up with? Did anyone you spoke to disagree that women in this situation should be supported? If so, how did you handle that?*

(10 minutes)



Let's

Start



**Let's  
Listen**

**(20 minutes)**

### Radio Program Highlights

Sunita is talking with Manarupa and Tara. She has been staying at the hotel with her daughter for a while now and still has had no support from her natal family. She is grateful to Manarupa and Arjun for their support, but also wants to continue her life and knows she cannot stay in the hotel forever. Arjun arrives and shares that he was able to gather

more information on the support mechanisms / organizations that exist in the district – who provide support services like shelters and free legal services for violence survivors. He says that he would be able to connect Sunita to such organizations. They decide to do that and file a divorce.

Shiva and Sarita had a baby daughter and they are very happy. They talk about how they would like to bring up their daughter and how they hope she can grow up in a community where girls are treated equally. Sarita worries about her daughter and how her safety may often be at risk, simply because she is a girl. Shiva assures her that things are changing. He emphasizes the community initiatives they have been participating in, in Kapilbastu, to make the community safer for women and girls. Shiva shares how he made a personal commitment to go and volunteer to build a female toilet in the local school too. He hopes such activities will gradually change everyone's attitude and the realities for girls in their community. Sarita agrees and says she will also do her best to bring up their daughter as a confident child, making sure she has a good education and is given the same opportunities, love, and encouragement a son would have.

**Vox Pop:** How can we, as a community, make our society safe for women and girls (from violence)?

**Interview:** A VAWG activist discusses the theme of "Safe Girls/Women, Safe Home, and by result, Safe Community".

1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 36 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.

Bring everyone back to the main group. Once everyone is sitting down quietly, then you can start the discussion, using the questions below to guide you:

- *It is not an easy situation for Sunita to stay at Manarupa's hotel, but finally Arjun has news of other organizations that can help her and her daughter. Do you think this is a good solution for her?*
- *Are you aware of different organizations providing such support to violence survivors in your community/district? Would you be able to refer violence survivors to these organizations, if they came to you for support?*
- *In the radio program today, we heard about Sarita and Shiva's conversation about the worries they have for their daughter and the hopes they have for her future. Have you had similar thoughts or conversations about your daughters?*
- *Do you think this community is safe for women and girls? Do you feel safe when you walk around here by yourself or if your wife/daughter walks around by themselves?*
- *What do you think about Shiva's decision to work to make his community safer, starting with providing separate toilets for girls at the local school?*

**(15 minutes)**



**(40 minutes)**

1. Start the task by explaining to the group why safe communities are important for all: *"Whether walking, using public transport, going to school, or the market, women and girls often feel unsafe in their own communities. This limits their access to education, to work, to participate in public life – or to simply enjoy their*

*own surroundings. Communities that are safe and free from violence against women and girls help create equal opportunities and access to education, work, and other public activities, which in turn benefits families and the whole community. When women feel safe and comfortable in their homes and their communities, they are more likely to participate more fully in both. The creation of safe communities for women and girls depends on ending the violence and insecurity that stop women and girls from using public spaces freely and that allows violence in the home to continue."*



Smiley Face



Sad Face

2. Explain that today's task is aimed at thinking of ways to make our communities safe places for women and girls. First, we will identify the ways that our communities make women and girls feel either safe or unsafe.
3. Explain they will draw a large map of their community, including all the places women or girls might go or want to go. One group will draw a smiley face (☺) on any places where women are safe from harassment, assault, violence, or intimidation. The other group will identify places that may put women and girls at risk, or where they might feel unsafe, and draw a sad face (☹) on those places.
4. Divide the members into two groups and give each group a piece of flipchart paper and pens.
5. Give the groups 10 minutes for this activity. While they are working, prepare a flipchart paper to use during the discussion.
6. Then discuss the maps together, using the questions below to guide you:
  - *Why do some places have smiley faces and others have sad faces?*
  - *What are the negative impacts for the whole community of women and girls not feeling safe in these places?*
  - *What can be done to make our communities safer?*
7. During the discussion, start to identify and write down things that need to change for their community to become safe for women and girls. Explain to the group that you will return to this list next week.
8. End by explaining: *All too often, the answer to women and girls experiencing violence or harassment and feeling unsafe in certain places in our communities, is for women and girls to either decide themselves to stop going there or for others to decide on their behalf. However, this is not the answer. Women and girls have the right to go anywhere in their community and should not feel unsafe doing so. The answer is to work together to not accept violence and to improve places where women and girls feel unsafe, so that they feel safe and are respected wherever they go.*

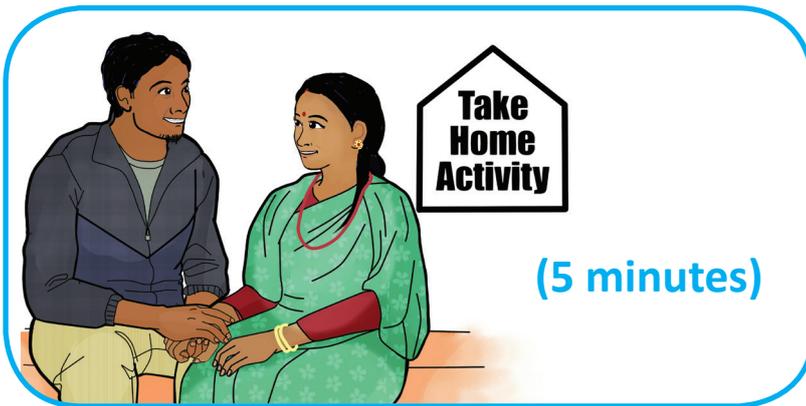
Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- It is the right of every woman and girl to feel safe in her own community.
- We can all work together to make our communities safe places for women and girls. This means changing places physically (for example, adding girls toilets in schools), but also means changing people's perceptions, so that violence is not accepted in any circumstance.
- Like Shiva, we should all pledge to work to make our communities violence-free that respect women and treat them equally to men.

## Wrap Up

(10 minutes)

- 
- 
- 



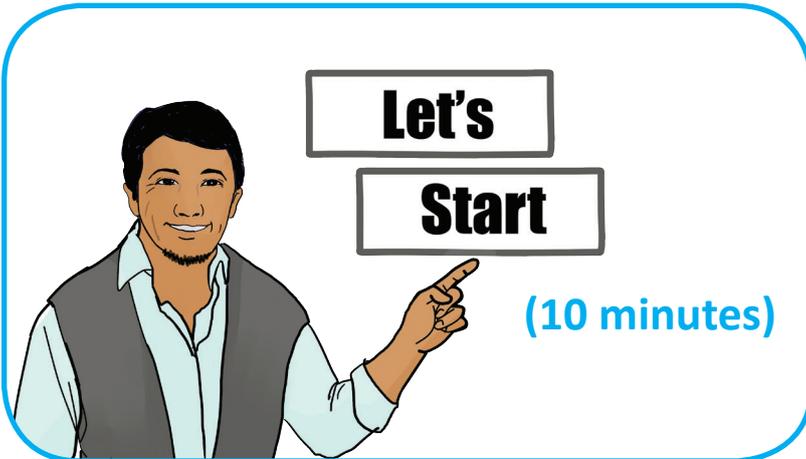
1. Ask the group members to take some time this week to talk to people they know or meet in the community about whether they think their community is a safe place for women and girls. If not, they can ask what can be done to ensure women and girls feel safe, respected, and can live violence-free.

2. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program and call the IVR line.

### Total Time: 2 hours

**Materials Needed:** Radio, episode recording, and the community maps / list of things that need to change in the community that were drawn last week.

**Aim:** This week group members will continue to think about how to help their community change and become violence-free. Understanding this is a long process, group members will discuss how it takes a whole community to change. Everyone, at all levels in the community, has a part to play to ensure an end to violence against women and its acceptance.



**Let's**

**Start**

**(10 minutes)**

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group about the need for action from all of us to create violence-free communities that are safe for women and girls. Re-emphasize that women and girls have a right to feel safe in their own communities and that if they don't, it is the community that

needs to change, not the women and girls.

2. Ask if anyone wants to talk briefly about the conversations they had with friends, family, or other community members about how safe their communities are. Use the questions below to guide you:
  - *Did they think the community is currently a safe place for women and girls?*
  - *If not, what did they think could be done to make it safer?*
  - *Did you discuss any ideas about how can they make your community a violence-free community?*

## Radio Program Highlights

Sunita receives a call from Ramesh. He threatens to sabotage her divorce case. Sunita gets very scared and starts crying. Others in the shelter ask why and she shares what happened. They tell her that they all experienced similar incidents and assure her that they will support her.

Arjun and Surya talk about what Shiva and his group did in Kapilbastu to make a gender-friendly school and how good that was. They discuss how advocating for a gender-friendly community is a very important issue. Padam and Tara arrive, they also agree with what Arjun and Surya have said. They decide to plan a 'door-to-door' campaign to raise awareness, ending with an event where they invite the community leaders and get their commitment.

**Vox Pop:** What difficulties do women going through a divorce from an abusive husband face? What can we do, as a community and as individuals, to support them better?

**Interview:** A community leader reflects on the role of all community members to reject violence and create an environment where women are safe and respected.

This week will also feature a finalist from the 'Most Understanding Couple' competition.

(20 minutes)



1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 37 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.



Bring everyone back to the main group. Once everyone is sitting down quietly, start the discussion, using the questions below to guide you:

- *How common do you think the pressures and issues that Sunita is facing from Ramesh are, when a woman in our community tries to leave an abusive marriage?*
- *Why do you think it is hard for a woman to take a stand and leave an unsafe marital situation, especially when the perpetrators are her husband or family members? (Suggested response: she is not sure what other support systems she has, including economic support. There can be concerns about her children, what others in the community may say, and social stigma.)*
- *What sort of pressures do you think husbands go through during a separation like Sunita and Ramesh? (Suggested response: the fear of loss of status or reputation).*
- *What can Sunita do to cope with and overcome such challenges? (Suggested response: ask for help from her family, friends, and seek out services / organizations that can offer assistance, support, and guidance. Additionally, she could do something to become economically independent (work, develop a skill, etc.)).*
- *How can community members, such as yourself, help those in a similar situation? (Suggested response: provide physical and emotional support, not judge the person's decision to stand against violence or impose your own ideas, and support the person's decision).*
- *It seems like everyone in the radio program has agreed to do another activity – a 'door-to-door' campaign to raise awareness on gender-friendly communities, followed by an event with local leaders. Why do you think they are targeting individual households and community leaders? Why not simply do the door-to-door campaign or just the event with the leaders? (Suggested response: because the purpose of each activity is different: 'door-to-door' campaigns are for raising awareness; the event with local leaders involves asking them to do something, such as: asking for their support to strengthen your advocacy campaign).*
- *What are the things they need to keep in mind when planning this activity? What lessons have you learned from planning and implementing your own community-based activities? (Suggested response: think through strategies to approach people with different backgrounds. Consider the timing and messaging specific to the people they are talking to).*

1. Explain that this week's task will involve reviewing the community maps that were created last week.

2. Request the members sit in the same groups they were in for the task during last week's session. Then, combine one male group with one female group, to create a larger group, inclusive of both male and female members. There should now be two larger groups.

3. Give the flipchart paper, where the groups mapped their community with safe and unsafe locations for women and girls, back to the groups who created them.

4. Since there are new people in the group now (as it's a combined week), ask the group members to share with each other why they thought the marked locations were safe or unsafe. Also, review the list of actions they came up with last week to make a location marked as unsafe for women and girls, a safer place.

5. Ask them to pay attention if there were any differences in the mapping done by male and female groups (as it was done separately last week). If there are differences, they should discuss and fill in the gaps, to make sure everyone in the group is in agreement with the final map.

6. When the groups have completed their maps separately, ask for a volunteer to share their findings with the whole group. Together, discuss who they need to target/talk to for each of the changes to happen and strategies for when and how those people could be approached. The group should also consider how these issues should be presented and how the communities' involvement and support can be ensured.

7. End by encouraging the group members to take the strategy in to consideration when they are planning their next small grant activity. It would be an opportunity to reflect their discussion into action to make their community safer for women and girls.

(40 minutes)

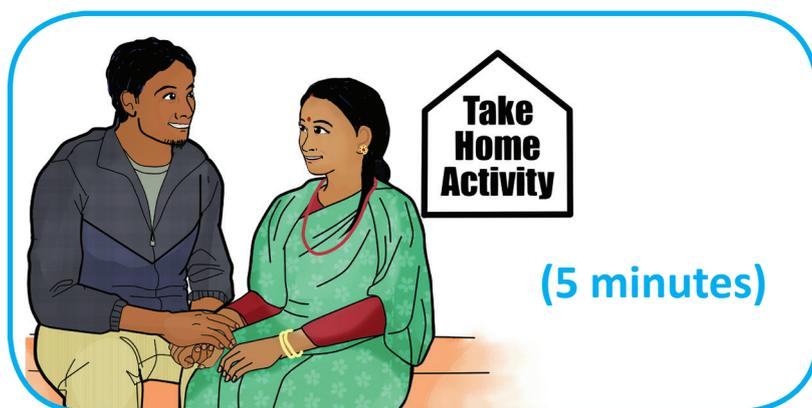


Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- A safe community for women and girls is one in which they feel safe and respected both in the home as well as in the wider community, including being able to enjoy and make the most of public spaces and public life without fear of being ostracized or assaulted.
- Safer communities help to increase women's independence and her participation in democratic life. This, in turn, leads to a more equitable and successful community, where the rights of both men and women, boys and girls, are equally recognized.
- A safe community requires the participation, involvement, and long-term commitment of all community members.

## Wrap Up

(10 minutes)



1. Ask participants to take sometime during the week (15 minutes) to discuss with their spouse about how they can make their home safer for their children (particularly daughters) and women. Encourage them to not limit themselves with stereotypes while discussing (like not letting women/girls to be alone at home so they are safe, but instead coming up with more

creative solutions, so girls and women in their homes get a more supportive environment to do things that they want in life). Give examples of things like:

- Physical safety: Consider what happens to women and girls in the home when they are menstruating – are they sent outside? Where do they bathe and go to the toilet – is it close to the house? Does this pose any risk – especially at night? What about other errands expected of women and girls, like going to the market, do they go in the daytime?
- IPV: Does everyone in the family agree that violence is unacceptable? If a member of your family is abused, will others in the family intervene and support them? Is violence

and it's unacceptability discussed openly in the house, so everyone knows that this is a violence-free home?

- Safety of children: Although it is difficult to accept, studies have shown that the most common form of abuse (both sexual and physical) against children (girls and boys) happens inside their homes, by their close family members and relatives. So it is important for parents to be watchful of how people behave around their children and vice versa. Many times young children are scared to share when adults do things to them that they don't like, and many times parents refuse to believe it, even if they share. So it is important to talk about this to children and assure them that they will be trusted and protected no matter what.
  - Aspirations and day-to-day treatment: Are women and girls treated differently or negatively in your home because of their gender? For example, are girls encouraged equally to go to school, given equal amount of time away from chores to play, and made to feel as important as boys in the family? What about women – are they treated with equal respect? Are they encouraged to speak up and participate in family discussions and decisions? Are they given the burden of household chores or are these shared equally between people in the house regardless of gender? Are they encouraged and supported to go out to work? Are they given the same amount of free time to visit friends and family as the men in the house?
2. Drawing from the earlier discussion and group work, ask them to come up with their own list of things that need to be done to make their home safer.
  3. Thank everyone for coming and participating in the meetings and remind them of the day and time of the next meeting. Remind participants to encourage their friends and family to listen to the radio program and call the IVR numbers.

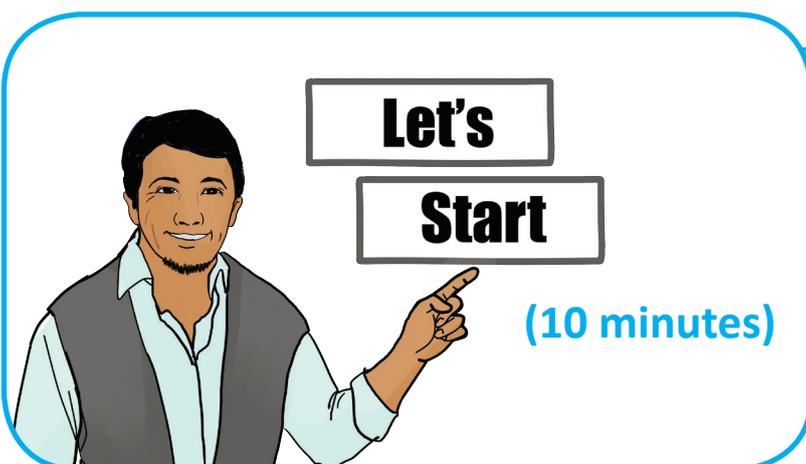
“To stop violence against women, I am doing awareness activities with friends in my community.”

Radio Program Listener,  
Nawalparasi

**Total Time: 2 hours**

**Materials Needed:** Radio, episode recording, flipchart paper, and thick pens.

**Aim:** The aim of this week is to build on last week's discussion about the importance of getting whole communities to commit to change. Inspired by the radio program's 'big event', the group will identify who they can influence at the policy level and build strategies for advocating with leaders for change.



1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group about the concept of creating safer homes and communities for women and girls, ensuring that they can fully participate in their families, schools, workplace, and communities without the fear of violence, intimidation, or

judgment. Re-emphasize that for such places to exist, it requires participation, involvement, and long-term commitment of all community members to make a community safe for women and girls.

2. Ask if anyone wants to talk briefly about what they discussed with their spouses about creating a safer, violence-free, gender-friendly home for women and girls in their family. Use the questions below to guide you:
  - *What makes a home unsafe for women and girls? What risks do they face in the home? What activities do women and girls undertake that increase their vulnerability and/or risk of experiencing violence?*
  - *Are there any traditions or customs that put women and girls at more risk in the home?*
  - *What can be done to avoid or reduce these risks? Who needs to be involved for this change to happen?*

## Radio Program Highlights

It is the day of the big event. Everyone is present including Sunita, Shiva, and Sarita. The event goes well. It ends with a speech by a local leader committing to make their community, a violence-free community within a year, and asking for everyone's support to make sure it happens.

After the event, the group talks about all that has happened to get them to this point. Sunita shares how her divorce is in process. She says life is not easy but she has started to take tailoring classes and is determined to keep going and do her best for herself and her daughter. Everyone reminds her to not feel alone. Finally, they talk about the commitment made by their leader to make their community, a violence-free community.

**Vox Pop:** In your "Violence-free community", what would you expect to happen/not happen?

**Vox Pop:** What is the role of our leaders in creating a violence-free community?

**Interview:** With an activist discussing whether it is possible to make our community violence-free? If yes, how?

The week also features an interview with the finalist of the 'Most Understanding Couple' competition.

(20 minutes)



1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program.
2. Play the radio program – Episode 38 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.



Bring everyone back to the main group. Once everyone is sitting down quietly, start the discussion, using the questions below to guide you:

- *The drama ended today. How did you like the ending?*
- *What was the best part of this drama series? Why?*
- *What was the part that you did not like so much? Why?*
- *The commitment made by the local leaders at the end of the program today – to make their community a violence-free community within a year – was very interesting for me. Do you think such thing is possible? Why?*
- *Why do you think it is important for leaders to be involved in these campaigns and make such statements?*
- *Who else in the community is it important to get involved? (Suggested response: police, NGOs, local government, national government, legal services)*
- *What do you think is required for our community to have a goal like that too?*
- *Do you think as a group we can try and do that too? (If more than 7 group members said “yes” to this question, the group facilitator is to inform the field monitors).*

1. Explain to the group that today’s activity will help us think about involving our leaders in this work.

2. Stick a big sheet of flipchart paper on a wall, in front of the group members, so it is clearly visible.

3. Ask the group to think about the most influential individuals, decision makers, government representatives, and other community/religious leaders from their community. Ask them to share these names. As they do, write them on the flipchart paper. With each name, include the details on why that person is considered influential or a leader in their community. Examples include: local priests, school principle/teachers, VDC Secretary, women (or other) group leaders, etc.

(40 minutes)



4. When you have a list of at least 6 leaders from the community, explain that, in groups, they are to use their creative thinking to come up with a best plan to approach each leader. The goal is to have a conversation about GBV/IPV and why they (the leaders) need to lead and actively participate to ensure violence does not happen in their community.
5. Remind them that their strategy can be different based on the personality and background of the person, so they should carefully discuss details such as: when is the best time to approach this person, how to initiate discussion, where to do that, etc.
6. Divide the members in two groups. Give each group an equal number of the names from the list. Give them 15 minutes (depending on number of names each group has. Give 5 minutes for each name) to discuss
7. When both groups are done, ask them to present their strategies. Members should be encouraged to provide feedback to each other.

Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

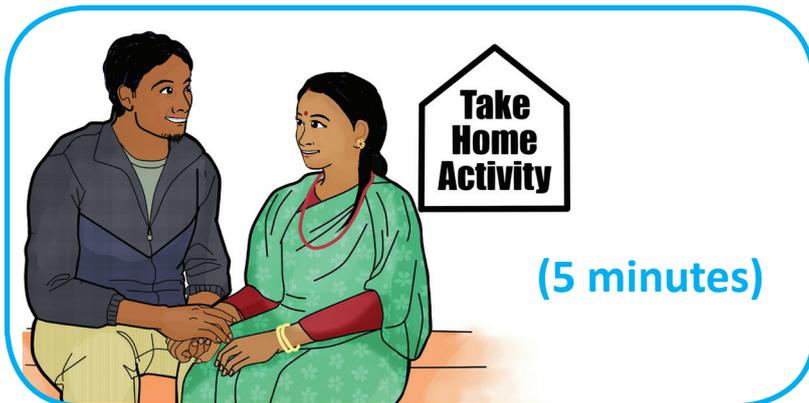
- Violence against women, including violence between husbands and wives, is a public issue and requires commitments from our leaders, if we are to tackle it, as a whole community.
- A violence-free community is one in which all community members, including the influential leaders in the community and local government representatives, guarantee the rights of women and girls in all spheres and promote equal opportunities for all men and women in all aspects.
- Involving leaders takes time and commitment from us all. We need to build allies and convince leaders why they should become involved in this important issue.
- While change in our leaders is important, don't forget that in our role as community activists, changing ourselves, our families, and our neighbours is the most important starting point.

**(10 minutes)**

## Wrap Up

- 
- 
- 





1. Ask the group members to take some time this week to talk to pick one of the leaders or influential people they listed in today's 'Task Time' session and approach them with the strategy they came up with. The goal is to encourage and influence these individuals to not only support the community based activities they have been doing to raise

awareness regarding GBV and IPV, but also to motivate them to initiate various activities on their own for the benefit of women and girls in the community.

2. Thank everyone for coming and participating in the meetings and remind them to bring their family members to the next, final meeting.

“We, as leaders, have to be committed to continue the efforts initiated by this project. It is our duty to continue using this learning and these skills to change our community for the better.”

Goma Bharati, Community Leader, Kapilvastu

# Keeping Change Going

## FAMILY WEEK

Week

39

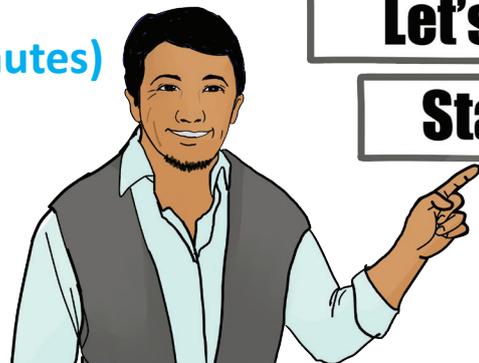
### Total Time: 2 hours

**Materials Needed:** Radio, episode recording, flipchart paper, thick pens, meta cards, tape, and pens.

**Aim:** This week, group members will get a chance to share and feel proud of all they have achieved over the last 40 weeks as individuals, couples, families, and communities. Understanding they are only at the start of a long process, group members will discuss how to seek support and motivation from each other and their family members to become an activist to stay motivated in their commitments to have violence-free families and communities.

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group about the importance of involving our local leaders and the need to get whole communities to commit to change. Re-emphasize that women and girls have a right to feel safe in their own communities and that if they don't, it is the community that needs to change, not the women and girls.
2. Ask if anyone wants to share briefly about talking to a leader in their community about GBV/IPV and the need for the leaders to take a lead in making communities safer for women and girls. Use the questions below to guide you:
  - *Who (which leader) did you talk to last week?*
  - *Why did you choose that person?*
  - *Did your strategy work?*
  - *What did you talk about and how?*
  - *What was the response of the person?*

(10 minutes)





(20 minutes)

### Radio Program Highlights

The radio program this week is a review and reflection of the best of the last 39 weeks of the Samajhdari radio program. It includes excerpts from previous episodes, studio discussions, and audio of couples who have been positively changed by the radio program.

The winner of the 'Most Understanding Couple' competition will be announced.

1. Before you play the program make sure everyone is sitting comfortably and remind them to listen quietly so that everyone can hear the program
2. Play the radio program – Episode 39 – and listen together as a group.
3. When the program is finished, give people a 5-minute break or an energizer before starting the 'Let's Talk' session.

Bring everyone back to the main group. Once everyone is sitting down quietly, start the discussion, using the questions below to guide you:

- *Today's episode was a summary of what we heard in the past 9 months. Family members, what are your views on the radio program? Have you been listening to it at home? Was there anything you did not like about the radio program?*
- *Everyone, which character or characters, story did you enjoy the most? Were there any characters that you thought were like you? Out of all the characters, who do you think went through the most changes?*

(15 minutes)



- Do you think this program had any impact on you individually, as a couple, and/or as a family? In what way?
- Do you think the quality of the relationship between couples in the family positively or negatively impacts other family members too? How?
- Family members, do you think you would be able to provide support to the couples in your family to help create a violence-free and gender-friendly home? If yes, how? What about in your wider community?

1. Explain<sup>7</sup> to participants: *“Over the last few weeks we have been working together to not only change ourselves, but also change our families and our communities. Speaking out about sensitive issues is challenging, but with the support of each other and our family members here today, we can all make a difference. Today we are going to look at some of the motivations behind our activism as well as some of the obstacles. By doing this we, can help each other stay focused and committed to our work.”*
2. Put up a flipchart paper, so everyone can see it, and write “What Motivates Me?” on it. Then ask: *“What motivates you to be an activist working to prevent violence against women and support those affected by it?”*
3. Ask the members: *“Please think about this question: ‘What motivates you to be an activist working to prevent violence against women?’ Please think quietly to yourself, then discuss with the family member sitting next to you. Family members should listen, support, and encourage the ideas being shared. If family members also want to become activists, they can share their motivations too. After your discussion, help each other to write three of your ideas on the paper/meta cards that I provide. Write one idea per paper/meta card, and write in large letters.”* If both partners are illiterate, please support them to write down their ideas, or they can present them verbally later.
4. Give three papers/meta cards to each participant.
5. After 5 minutes, ask participants to share their three motivators aloud with the group and to tape them on the wall.

(40 minutes)



<sup>7</sup> Adapted from: SASA!. Action – Training: Inspiring behavior change module. SASA! Activist Kit. Retrieved from: <http://raisingvoices.org/sasa/>

“We have to live peacefully in a society. If anyone is violent against any female, then I will seek out remedies. This project has inspired our community to advocate against such violence.”

Santosh Lamichhane,  
Group Facilitator,  
Chitwan

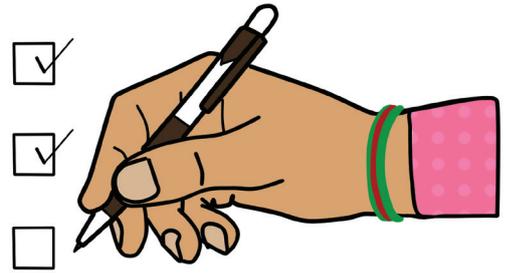
6. Discuss the motivators, using the questions below to guide you:
  - *How can it help us to know our own motivators?*
  - *How can having our family understand what motivates us help us with our community activism?*
  - *Are there ways that we, as a group, can help each other stay motivated?*
  - *What role can family members play in supporting community activism?*
7. Explain: “While there are many motivations for our work, there are also obstacles that block us and prevent us from being activists.”
8. Put up a flipchart paper and write “Obstacles” on it.
9. Ask the participants: “Please think about this question: ‘What are or could be obstacles that prevent you from being an activist?’ Please think quietly to yourself and then discuss with your family member as last time. This time family members should help you think about solutions to get around these obstacles. Write three of your obstacles and solutions on the paper/meta cards I provide. Again, write one obstacle and one solution per paper/meta card, and write in large letters.”
10. Give three more papers/cards to each participant.
11. After 5 minutes, ask participants to share their three potential obstacles and challenges aloud with the group and to tape them on the wall.
12. Discuss the potential obstacles, using the questions below to guide you:
  - *How can knowing our own potential obstacles help us to be an activist?*
  - *How can sharing the potential obstacles with family members and fellow activists help community activism?*
13. To end the session, ask each members to stand up and say firstly, how they have benefitted most from the last 39 weeks and secondly, what commitment they make personally to maintain the changes in themselves and work towards a violence-free and gender-friendly community.
14. Next, ask each family member to say how they’ve changed / benefitted as a family over the last 39 weeks and how they will support their group member to maintain the changes and work towards a violence-free and gender-friendly family and community.

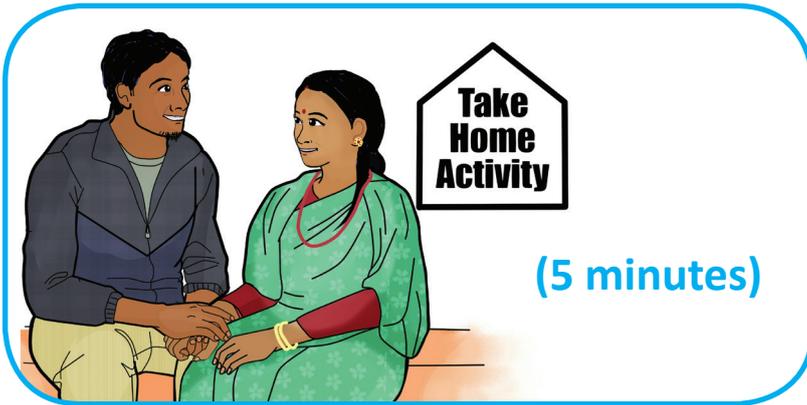
Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- The last 39 weeks has been a big journey for everyone involved, but the journey does not end here. This is only the beginning, as we continue to change as individuals, couples, and a community.
- While it can be hard to maintain our activism, there are many ways to overcome the obstacles to activism including:
  - Work with others to keep supporting and motivating each other.
  - Celebrate achievements—big and small!
  - Take action in small steps.
  - Remember to be creative. Doing the same activities over and over will become boring. Spice up your activism!
  - Be convinced of the value of your activism!
  - Share what you are doing with your friends and family and get their support.
- The biggest and hardest change is the one everyone has begun to make within themselves. However, big or small the change you feel has been, as long as we all commit to living violence-free, then our relationships, our families, and our communities will continue to change for the better. We must all help to support each other to keep our commitments to each other.
- Remember that change begins at home and by becoming the change you want to see around you, you will not only feel good about yourself, the community will look up at you and you will inspire change in others.
- Support from our families is one of the most important factors in continuing to live violence-free.

(10 minutes)

## Wrap Up





1. The 'take-home' activity is to continue the good work they have started.
2. Thank everyone for coming and participating in the meetings. Also Thank the family members for being supportive and joining in the journey too. Give everyone a big round of applause. Remind them that, although they no longer have to meet as a group, they can still support each other and continue as a group to do good things for their own community.

“Even though this project has finished, we as a group have decided not to stop our efforts to continue working towards making our community free from all forms of violence.”

Indrawati Gurung, Group Facilitator, Nawalparasi

# Appendix

## Appendix A: Weekly Feedback Form

(To be filled by the group facilitator after weekly group meetings)

- 
1. How many participants are present for the session today?

---

  2. Curriculum Week Phase:

---

  3. Curriculum Week:

---

  4. As this is a family session week, did all the group members bring their family members with them? (For Week 39 only)
    - a. Yes
    - b. No

---

  5. Write down below who the group members brought with them, next to the name of each group members. (For Week 39 only)
    - a. Group member 1: \_\_\_\_\_
    - b. Group member 2: \_\_\_\_\_
    - c. Group member 3: \_\_\_\_\_
    - d. Group member 4: \_\_\_\_\_
    - e. Group member 5: \_\_\_\_\_
    - f. Group member 6: \_\_\_\_\_
    - g. Group member 7: \_\_\_\_\_
    - h. Group member 8: \_\_\_\_\_
    - i. Group member 9: \_\_\_\_\_
    - j. Group member 10: \_\_\_\_\_

---

  6. How entertaining did everyone find today's program (Count show of hands for each options)
    - a. Very entertaining: \_\_\_\_\_
    - b. Quite entertaining: \_\_\_\_\_
    - c. Not entertaining: \_\_\_\_\_
-

---

7. How relevant did everyone find the 'real voices' included in today's program (Count show of hands for each options)

- a. Very relevant: \_\_\_\_\_
- b. Quite relevant: \_\_\_\_\_
- c. Not relevant: \_\_\_\_\_

---

8. How many member in the group had difficulties with the language/words used in today's program?

---

9. In your opinion, how lively was the discussion following the radio program today? (Facilitator's view based on observing the session)

- a. Very
- b. Moderately
- c. Not at all

---

10. Was there anything heard in the program or discussed in the session that any group members strongly disagreed with or did not like?

- a. Yes
- b. No

---

11. If yes, how many members strongly disagreed with something?

---

12. How relevant were the issues included in today's program and/or discussion to your community? (Count show of hands for each options)

- a. Relevant: \_\_\_\_\_
- b. Not Relevant: \_\_\_\_\_

---

13. How many people learned new information from the program/discussion today? (Count show of hands)

---

14. How many people are noticing any positive changes in their own behavior? (Count show of hands) (For Week 38 only)

---

15. How many people are noticing any positive changes in their spouse's behavior? (Count show of hands) (For Week 38 only)

---

16. How many people are noticing any positive changes in their relationships? (Count show of hands) (For Week 38 only)

---

---

17. How many people talked about the issues discussed in the sessions/heard in the radio program with their friends & family this week? (Except For Week 27)

---

18. How many people did their 'Take-Home Activity' from the last week? (Except For Week 27 and 39)

---

19. How many people thought the 'Task Time' exercise was helpful? (Count show of hands)

---

20. Did anyone share any positive stories related to their involvement in the group so far?

- a. Yes
- b. No

---

21. Did anyone disclose/share a personal story of violence?

- a. Yes
- b. No

---

**Note:** If anyone had shared the story of violence, then please call Kaustuv Pokhrel (for male facilitator) and Nabodita Subedi (for female facilitator).





[www.change-starts-at-home.com](http://www.change-starts-at-home.com)

