

Section Three:

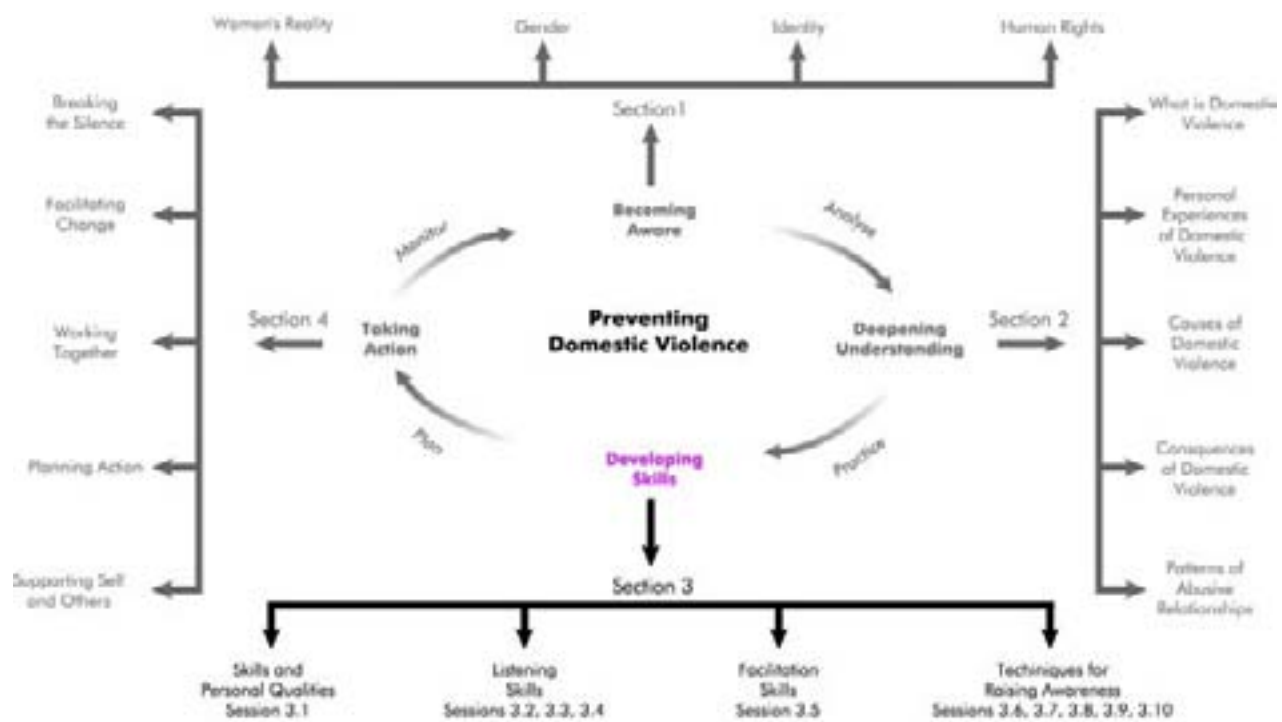
Developing Skills to Prevent Domestic Violence

- Session 3.1 Skills and Personal Qualities (2 hours)
- Session 3.2 Listening and Being Heard (1 hour)
- Session 3.3 Roadblocks to Listening (1 hour)
- Session 3.4 Effective Listening (2 hours)
- Session 3.5 Facilitation Skills (2 hours)
- Session 3.6 Developing Community Drama (2 hours)
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- Session 3.8 Using Stories to Raise Awareness (2 hours)
- Session 3.9 Creating Learning Materials (2 hours)
- Session 3.10 Learning through Games (2 hours)

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Section Three: Developing Skills to Prevent Domestic Violence

Anyone who has successfully resolved a problem recognises that analysing and understanding the problem are only the beginning of the task. Sustained and appropriate *action* is also necessary. Effective action requires the *development of skills and motivation*. In this section, you will focus on developing some practical skills needed to prevent domestic violence.



In this section the group will discuss and practice:

- Skills and personal qualities needed to prevent domestic violence.
- Listening skills.
- Using creative tools to communicate and raise awareness about domestic violence.
- Learn about and practice techniques for raising awareness.

Session 3.1 Skills and Personal Qualities (2 hours)

Objective

- Identify skills and qualities needed to prevent domestic violence.



Preparations

- Before the session, think through the difference between skills and personal qualities.
- Make a list for yourself the skills and qualities needed to prevent domestic violence in your community in case the participants are stuck and need examples.

Steps

Part A — Defining and Listing Skills and Personal Qualities (1 hour)



1. Hang two sheets of flipchart paper with the word 'Skill' on one and the words 'Personal Qualities' on the other.
2. Ask participants what they understand by the word 'skill'? Record their responses on the appropriate sheet.
 - A skill is a way of doing things that a person can learn and get better at by practising (e.g., listening skills, decision-making skills, thinking skills, writing skills, etc.).
3. Ask participants what they understand by the words 'personal qualities'? Record their responses on the second sheet. A personal quality is:
 - A personal quality is a characteristic of how a person does things and interacts with the world around him/her (e.g., perseverance, commitment, discipline, kindness, etc.).

Skills + Personal Qualities = Ability to TAKE ACTION!

4. Ask participants to think of one important thing they achieved in their life and feel good about. What were the skills they needed to succeed? What personal qualities did they need to achieve their goal? Ask them to write these in their notebook.

5. Ask the participants to turn to their neighbour and share their thoughts, each taking a turn to listen.
6. In the main group, ask what skills are needed to continue the work of preventing violence. Record participants' responses on a flipchart. Ideas may include:
 - Listening skills
 - Documentation and report writing skills
 - Fund-raising and resource identification skills
 - Communication skills
 - Motivational skills
 - Analytic thinking skills
7. Ask participants what personal qualities are needed to continue the work of preventing violence. Record and elaborate their responses on a flipchart. Ideas may include:
 - Perseverance
 - Compassion
 - Pragmatism (problem-solver)
 - Credibility and standing in professional environment
 - Status and recognition within the community
 - Willingness to work hard to create a just society
 - Courage
 - Trustworthiness
 - Integrity
8. Ask participants if these lists are similar to their personal lists in their notebooks. Discuss the skills and personal qualities that are in both places. Ensure there is a common understanding of the ones that are not on both the lists. If appropriate, remind participants of the bridge you developed in section one (first activity) and compare for similarities.



Part B — Building and Sustaining Skills and Personal Qualities (1 hour)

1. Divide the participants into two groups.
2. Ask one group to discuss how they could develop and maintain the skills that they need to do this work.
3. Ask the other group to discuss how they can sustain the personal qualities needed to do this work.
4. Ask both groups to consider practical mechanisms that need to be established and the support they will need. Each group has to try to come up with practical suggestions that are realistic.
5. Ask them to present their thoughts in the main group and discuss.

Session 3.2 Listening and Being Heard (2 hours)

Objective

- Understand the importance of listening skillfully.



Preparation

- Think through what the participants might say in response to the questions in step part A and step 3 in part B.



Tip:

Ensure that participants don't launch into a major issue that is causing them a lot of distress. This is a quick exercise to demonstrate a point, not a counselling session.

Steps

Part A — Trying to be Heard (45 min)

1. Ask participants to get into pairs. One member of the pair is a listener and the other has a story to tell.
2. Ask the storyteller to think about a stressful situation s/he experienced recently. It can be anything from being late for work to getting lost in a new place.



3. The storyteller can only use sounds and gestures to tell their story. They can use a maximum of three words to give the listener some clues.
4. The listener has to observe and try to piece together the story based on what they see. After the stories have been told, ask the participants to return to the main group.
5. In the main group, the listeners have to try to tell others what they heard. The storyteller then tells the group briefly what their story was all about.
6. Ask the listeners to discuss how it felt to have to piece together the story. Ask the storytellers how it felt to be so limited in the way they could tell their stories. How did they feel about what their listener heard?

Part B — Why Talking about Abuse Can be Hard
(1 hour 15 min)



1. Discuss how this situation is comparable to a woman trying to relate her experience of abuse.
2. Brainstorm a list of the different things that may prevent a woman from telling her story.

For example:

- She may be too ashamed to talk about violence
 - She may feel she is betraying her family
 - She may be scared of the consequences of talking to an outsider
 - She may not know who she can trust
3. Divide the participants into 3 groups and ask them to come up with ways in which they could listen so that the person sharing their story can overcome some of the barriers that prevents them from being heard.
 4. Ask each group to present their discussions in the main group.

Session 3.3 Roadblocks to Listening (2 hours)

Objective

- Identify specific ways in which we avoid listening.



Preparations

- Have suggestions or examples ready for step 2 in Part A so that the group can understand what they have to do.



Steps

Part A — Experiencing Listening Roadblocks (30 min)

1. Ask participants to get into pairs. One member of the pair is a listener and the other has a story to tell. The storytellers will tell a story about something that is of interest to them. It can be anything from an event at work to how s/he is trying to solve a problem at home.
2. Before they begin, call the group of listeners aside and ask them to be 'bad listeners'. Ask them to show in small ways how people don't listen. For example, they could ask leading questions, take over the conversation, look bored, or before really hearing the story, say, "Yes, I know what you mean".
3. Give the pairs 5 minutes together. After the exercise, ask the speakers how they felt. Record their feelings on a flipchart. They may feel angry, frustrated, confused, or sad. Explain that this was an exercise and that the listeners were asked to be unskilled listeners. Discuss broadly what it feels like to not be heard.

Part B — Listing Listening Roadblocks (30 min)

1. As a group list reasons people want to be heard when they talk about issues that are important to them. Reasons may include:
 - It helps me feel better
 - It makes me feel supported and valued
 - Gives me a release
 - Helps solve my problem
 - Helps me think clearly
 - Helps me trust the listener.
2. Make a list of different ways in which people don't listen. Ask the listeners to state some of the ways in which they were being unskilled listeners. Ask the speakers to add other ways that people don't listen. Suggestions may include:
 - Guessing what the person is saying
 - Assuming you know what is being said after listening to one or two words
 - Asking leading questions



- Talking about oneself instead of listening
- Being distracted and not paying attention
- Not showing respect to the speaker in tone and body language
- Assuming things about the speaker
- Responding with your own feelings instead of focusing on what the speaker is saying

Part C — Why is listening important? (30 min)

1. Divide the participants into two groups. Ask each group to discuss, based on their experience, why is being heard important to people? What is it about listening well that helps someone? Ask them to write key points on a flipchart and choose a representative who will present their ideas to the main group. Some things the participants might say include:

- It helps the person work out how they feel and what options they have
- It may help a person feel less isolated
- It might help the person feel valued
- It might give the person courage to take action

2. Discuss each group's ideas in the main group. Remind the participants that we all have a need to be heard. Listening is a powerful gift we can give to a person who needs help.



Session 3.4 Effective Listening (2 hours)

Objective

- Identify and practice use of listening skills.

Preparation

- Write out on a flipchart the instructions for step 3 in Part B.

Steps

Part A — Identifying and Practising Effective Listening Skills (1 hour)

1. Explain to participants the following:
 - Effective listening is a skill that can be learned and improved
 - Effective listeners make a commitment to give their time and energy to the person who has come to them for help
 - Effective listeners begin with a clear understanding that to help the speaker, the listener needs to adopt a supportive and a deliberate attitude; this requires compassion and skills
 - In this activity, participants will begin by identifying and practising some of those skills



2. In the main group, brainstorm skills of an effective listener. Responses may include:
 - Asks open-ended questions
 - Does not interrupt the speaker
 - Makes eye contact (if appropriate)
 - Projects reassuring body language
 - Asks clarifying questions instead of jumping to conclusions
 - Reflects back to the speaker what is being understood
 - Helps the speaker make connections in what they have said
 - Builds trust by protecting confidentiality



- Concentrates on what is being communicated instead of pretending to listen
3. Ask the participants to get into pairs and ask the listeners to use effective listening skills. After ten minutes, ask the listener and the speaker to change roles so that all participants have an opportunity to be heard and to practice listening skills.
 4. When both participants have had an opportunity to practice their listening skills, ask them to give each other specific feedback on what they liked and what skills they could improve. Remind them that no one is a perfect listener, so they should give their feedback with a view to being helpful.
 5. Discuss as a group what it felt like to be heard.



Part B — Exploring Emotions and Listening (1 hour)

1. Explain that to be an effective listener you also need to be able to imagine what the speaker is feeling and what personal meaning the speaker attaches to the story they are relating to you. You also have to be a skilled observer.
2. Brainstorm with the participants all the feelings that a woman experiencing domestic violence may have (e.g., fear, anger, loneliness, sadness, vulnerability, shame, depression, confusion, etc.). List participants' contributions on flipchart.
3. Divide the participants into four groups and ask each group to choose one of the emotions listed. As a group, they have to describe to everyone else what their chosen emotion feels like, and then illustrate this with a story about someone who felt that emotion and how they dealt with it. For example, if a group chooses 'anger', they may describe what it feels like (physically and emotionally) to be angry using examples such as shortness of breath, tightness in chest, acute frustration, wanting to lash out, etc. They may also tell a story of a neighbour who came home to find all his things stolen and what he did with the anger he felt. Give the groups about 15 minutes to prepare.
4. Ask each group to present their work, and discuss each group's ideas. Encourage the participants to suggest how a person could positively deal with the feeling instead of being overwhelmed by it.
5. Emphasise that domestic violence creates powerful emotions in people. An effective listener helps the speaker make sense of what s/he is feeling and understand the experience so that s/he can think about what action to take next. Many times, when a person is experiencing a strong emotion, it is difficult to be clear and concise when talking about it. Recognising this and being patient is part of being a good listener.
6. Emphasise that effective listeners avoid giving advice and instead focus on helping the speaker understand their situation and find solutions for themselves.

Session 3.5 Facilitation Skills (2 hours)

Objectives

- Reflect on past experiences of learning and how they helped or hurt our learning processes.
- Increase understanding about participatory learning.
- Build facilitation skills



Preparations

Read through the Introduction for more background information on the topic.

Steps

Part A — Guided Imagery (1 hour)

1. Explain to participants that this exercise is a guided imagery that will help them think about their experiences of learning as a child. Ask participants to get comfortable in their chairs and close their eyes. Let them know that you will tell them when it is time to open their eyes again. Slowly read the following guided imagery or create one of your own.



Guided Imagery

During this imagery, we are going to remember back to when we were children. Try to imagine yourself when you were in Standard 6. Think back to that time.

Now think of yourself in your classroom, what did your uniform look like? What did your classroom look like? Imagine that your teacher enters the classroom. What do you do? How do you feel when you see your teacher?

Think back to class time, how were you taught? What were the lessons like? Did the teacher stay at the front of the room? Did you get to discuss things with your classmates or did you do lots of writing and copying of notes?

Try to remember how you felt during class. Did you look forward to going to class? Did you feel supported by the teacher?

What happened when you didn't know an answer? What happened when you misbehaved? How did that affect how you were able to learn?

Slowly now open your eyes and come back to the group.

2. Debrief the guided imagery with participants. First, ask about their experiences and record contributions on a flipchart labeled "Characteristics of Traditional Teaching." The list might include:
 - Memorization emphasized
 - Teacher held all the power
 - Physical punishment often used
 - Lack of talking and sharing ideas with classmates, etc.

3. Explain to participants that participatory learning is a different style of learning that changes many of the techniques used in traditional teaching have not been found useful for learners. One of the main characteristics of participatory learning is having a facilitator rather than a teacher. Ask participants to brainstorm characteristics of a facilitator. Ideas may include:
 - Does not use fear
 - Is willing to learn from participants
 - Asks open-ended questions to help people reflect on what they think
 - Avoids lecturing or telling people what to think
 - Respects the participants
 - Believes that participants have knowledge and encourages them to share
 - Listens and is flexible
 - Responds to the needs and moods of the group
 - Guides the group through a learning process
4. Wrap up the brainstorm with a brief discussion on why it is important to use facilitation with community members or colleagues in the work of preventing domestic violence.

Part B —Tools of Participatory Learning (1 hour)

1. Ask participants to think back on the different training sessions they have experienced and brainstorm different techniques used to facilitate learning. They could include:

- | | | |
|------------------|--------------------|--------------------------------|
| • Role-plays | • Small group work | • Games / Exercises |
| • Guided Imagery | • VIPP Cards | • Storytelling |
| • Forum Theatre | • Brainstorming | • Sharing personal experiences |

2. Divide participants into small groups (number depends on size of the group). Ask each group to select one participatory learning technique and prepare a brief session (maximum 10 minutes) to practice the technique with the larger group. The session can be on any topic of gender, rights, violence, etc. After each group has a chance to practice the technique ask for feedback from the group on what was done well and what could be improved for next time.
3. Summarize the session emphasizing the importance of using participatory learning and facilitation techniques with the community / colleagues that the participants will work with in preventing domestic violence.

Session 3.6 Developing Community Drama (2 hours)

Objective

- Analyse common situations of domestic abuse through acting.
- Practice developing community drama.



Tip

This activity may take longer than two hours, so be prepared to negotiate extension of working time if need be. If timing is a problem, you may choose to skip Part A.



Preparations

- Familiarise yourself with the Mother and Child game (appendix 1).
- Read through Anna and John's story (page 58).

Steps

Part A — Using the Body (20 min)

1. Start by playing 'Mother and Child' game.
2. Discuss what participants learned from it. Explain how this is an example of learning by using your body. If applicable to this group, remind the participants about the way they used their body when making sculptures in Session 2.2.

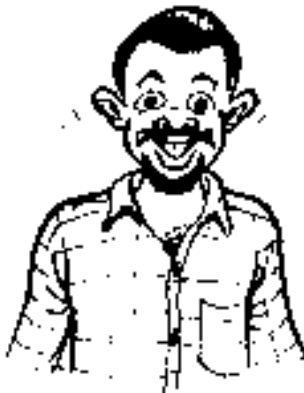
Part B — Developing Drama (40 min)

1. Divide the participants into two groups. Explain that the groups will be using Anna and John's story from Session 2.2.
2. Ask one group to create a detailed story about Anna. Based on the story, the participants can develop a drama (roleplay) of about 10 minutes that shows Anna's life. The drama should show various times in Anna's life when violence was committed against her and respond to the following questions.



- Where was she born?
- What were her parents like?

- How did her family treat her?
 - What opportunities were open to her?
 - What opportunities were denied to her?
 - What happened when she became a teenager?
 - What was her personal life like with John?
3. Ask the second group to develop John's story. Based on the story, the participants can develop a drama of about ten minutes showing incidents that led to John's violence against Anna. The drama should answer the following questions:



- What was his life like when he was a child?
- What led to him becoming violent?
- How did his violence against Anna start?
- What prevented him from changing his behaviour?

Part C — Performing and Discussing Drama* (1 hour)

1. Ask the first group to act out their story while the second group observes as the audience.
2. Ask the first group to act out the drama again, but this time the audience can interrupt. Wherever an audience member sees violence, they can clap and the action will stop. The clapper has to come and take the place of the identified actor and demonstrate (by acting it out) how the person could behave differently to prevent violence. When the specific action is complete, the original actors continue with performing the drama until another audience member identifies a different situation where violence could be prevented. The audience can discuss the proposed alternatives and even suggest other ways of preventing violence in a similar situation.
3. Repeat with the second group's drama.
4. Discuss how drama can help us identify violent behaviour and learn practical ways of taking action.

* This methodology is described in more detail in *Games for Actors and Non Actors* by Augusto Boal

Session 3.7 Seeing is Believing (2 hours)

Objective

- Use images to discuss root causes of domestic violence.



Preparations

- Stick up in a prominent place the poster you intend to use for the discussion.
- Think of an example of a story from your own experience that illustrates the point being made in step 8 in Part B.

Steps

Part A — What Do You See? (1 hour 15 min)



1. Remind the participants that we all see things in our environment and try to understand what they mean. Often we do not discuss them with anyone yet they form a powerful way of reinforcing how we understand our place in our community and how we choose to behave as a result.
2. Ask the group for examples of images that are visible in your community. What do they understand from it? Start the group off with a few examples.
 - What do they imagine when they see a church or a mosque?
 - What do they think when they see a policeman talking to a motorist?
 - What do they feel when they see a street child approaching them?
3. Discuss the participant's contributions with the aim of understanding how people feel or what they think when they see the image. Emphasise that the meaning we attach to what we see determines how we feel about it.

Part B — Telling a Story With Images



1. When you feel that the group understands the importance of the idea, explain that you are going to continue with an exercise that will assist the group to reflect on how we understand our environment. The exercise is called "Statue" and involves participants creating a story based on what they see.
2. Begin by assigning numbers to each group member beginning with one. Ensure that each participant has a number. Explain that together, using your bodies, not words, you are going to create a story of a man who comes home, for some reason gets angry with his wife and shouts at her.
3. Start off the exercise by standing in the middle of the circle and assuming a pose. Freeze in that position (e.g., looking scared, angry, riding in a bus, laughing, holding a baby, pleading, kneeling, etc.). Allow participants to see you for 20 seconds and then the participant who was assigned number one has to come and react to what you are doing by

assuming a pose in reaction to what you are doing. Remain in the position with participant number one for about 10 seconds so people can see you together and then leave. The participant who was assigned number two has to come and take your position and react to what number one is doing in their own way. Continue until all participants have had a chance at being in the middle and reacting to the evolving situation.

4. The whole exercise should be done in silence.
5. Ask the group to tell the story of what they saw. Discuss how the story unfolded based on what they saw and their reaction to it. How did the story end? Was it realistic? What did they learn about how their community assigns power and status?
6. Repeat the exercise but this time ask the participants to react in a way in which there is equality and respect in the couple's relationship. How did the story change? What did you learn about the differences in body language?
7. Compare the two stories and discuss whether this would be a useful way of learning about the experience of domestic violence and discussing it with other community members.
8. Encourage participants to share stories about their experience of seeing things, interpreting it and then discovering reality. For example you could share a story from your own experience of how as a child you might have thought that adults around you knew what was best. You took their view as the truth. However, as an adult you have come to discover that reality is complicated and that people behave based on their individual experience. There is an alternative way of understanding and reacting to the same situation.

Part C — Posters and Picture Codes (45 min)

1. Printed images can also be an important source of information. We all see images surrounding us and extract meaning from them. Ask the participants to think of the images they saw on their way to this session e.g., advertising billboards, posters, etc.
2. Emphasise that we are all influenced by what we see even if we don't notice it. In this session we will use an image to explore how images can be used to communicate important information.
3. Sit informally in a circle and ensure everyone can see the poster or image under discussion.
4. Emphasise the key points from the discussion in Part A above.
5. Explain that picture codes and posters can be a useful way of helping participants talk about what they see in their environment and how they feel about it. The important thing to remember in this exercise is to



keep asking the participants what they see in the image and what it means to them. Resist the temptation to point things out or explain the poster. Instead ask probing questions as suggested below.

6. Think of specific questions for each of the posters (e.g., Do men talk like this when they are with each other? Do women get treated like this in our community? Have you heard people say these things in our community? What kind of responses would you give them? Why is he saying this? etc.).
7. The questions you will ask will depend on the image you are working with, however, the following can be used as a broad guideline to ensure that the discussion flows a logical pattern.

Poster Facilitation:

- a) *What do you see happening in this poster?*

Ask probing questions to get a detailed description of what the participants are seeing in the image. Describe what you see? What are the people doing? What could have brought this situation about? How do the people feel in this situation?

- b) *Does this happen in our community?*

Ask probing questions to help participants answer this question. Can you imagine a home like this in our community? Do the kind of people depicted in this image exist in our community? Can a situation like this occur in our community?

- c) *Why do you think it is happening?*

Ask probing questions to help participants answer this question. Does the man feel entitled to treat the woman like this? Why? How did people learn to behave like this? What are the neighbours doing? What does the community have to say about this behaviour?

- d) *What should be done?*

Who should take action? What should the neighbours do? What should the community leaders do? What kind of action can you take to prevent the violence within the homes in our community?

8. Summarise the key points at the end of the discussion. Remember, you can use any image that shows a situation representative of what actually happens in your community. However, make sure the image will help you bring out the issues and doesn't condone or glamorise violence against women or children.

Picture Codes



Posters



Session 3.8 Using Stories to Raise Awareness (2 hours)

Objectives

- Practice using stories to raise awareness.
- Discuss strategies for action.



Preparations

- Photocopy the pages of the booklet for each participant.

Steps

Part A — Reading the Story (30 min)

1. Begin by emphasizing that people all over the world tell stories and enjoy listening to them. Ask participants to recall some of the popular stories in your culture. Discuss why stories are so popular. Some of the things the participants may say are that stories:
 - Reflect people's experience
 - Are a way of learning from our own experience
 - Allow us to imagine someone's situation more clearly
 - Can be entertaining
2. Explain that in this session you are going to read and discuss a story of a woman who was experiencing domestic violence and what happened to her.
3. Hand out the photocopied sheets of the story so that participants can follow along. Depending on the literacy level of the group, you could choose to read the story out loud to yourself or ask the participants to spend ten minutes reading the story. You could also choose to go round the circle where each participant reads a page or an assigned participant reads the part of one character.
4. Whichever way you choose, ensure that you go through the story slowly and carefully.

Part B — Discussing Safe Families, Safe Communities Story (45 min)



1. Facilitate a discussion about the story using the following questions:
 - Can a story like this happen in our community? Is it a realistic representation of the violence women suffer within the home? Discuss the participants contributions and examples.
 - How does the group understand domestic violence? Do they agree with the ideas expressed in the inside cover? Discuss and elaborate with examples.
 - Identify different types of violence women suffered in this story (physical, emotional, sexual and economic) and give examples.
 - What were the consequences for women, their families and their community because of the violence? Discuss each category.

- How did the community respond to the problem? What were some of the practical suggestions?
 - What else can the community do to prevent domestic violence?
 - What can you do to prevent domestic violence?
2. Summarise the discussion and allow participants an opportunity to make any final observations.
 3. Depending on the depth of the participation, you may choose to spread the discussion out over several sessions.



Part C — Raising Awareness Using Stories (45 min)

1. Brainstorm with the participants how you can use this methodology to raise awareness about domestic violence. Participant comments could include:
 - With their families or children
 - Establish booklet discussion clubs at their church or mosque
 - Organise a meeting at the local school, men’s club, coffee places or any informal gathering places
2. Divide the participants into two groups and ask each group to identify and five things to remember when facilitating a booklet club. Important points include the following:
 - Avoid pressuring people to read aloud
 - Ask questions to encourage participation instead of giving answers
 - Read the story slowly (as if you are telling the story)
 - Show images to everyone so they can follow along
 - Create opportunities for people to ask questions
 - Expect and respect differences in views
3. Summarise the session and allow participants an opportunity to make final observations.

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Session 3.9 Creating Learning Materials (2 hours)

Objectives

- Discuss components of effective learning materials.
- Develop skills to create materials for the community.

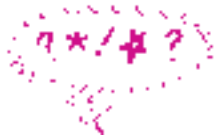


Preparations

1. Collect examples of different learning materials (i.e. posters, brochures, booklets, etc.) that are around in your community for Part B.
2. Gather materials for Part D or think of how you might adapt that section.
3. Write the following questions on flipchart for Part B.
 - What is the central message of the material?
 - Is the message clear and easily accessible?
 - Who is it aimed at?
 - Is the material attractive?
 - Is it appropriate for the target audience?
 - Would your group have done it differently? If so, how?
 - What overall feedback would you give to the creators of the material?
4. If possible, photocopy appendix 4 for participants.

Steps

Part A — Discussing Learning Materials (15 min)



1. Begin by brainstorming different types of learning materials that the participants may have seen. Record their contributions on flipchart. They may say things like posters, t-shirts, badges, caps, messages on containers, songs, messages on clothing, etc. Discuss how learning materials can be anything that allows you to communicate information to your intended audience.
2. Continue by asking why learning materials, such as posters and booklets are useful. Write down participants' thoughts on a flip chart. They may say things like: they can reach a wide range of people; they can be used at the recipient's convenience; they summarise useful information; they can provoke thinking and new ideas, etc.
3. Emphasise that learning materials, if designed well, can be a powerful tool. They can help you communicate ideas to a range of people.

Part B — Assessing Learning Materials (40 min)



1. Display all the learning materials your organisation has developed. If you do not have a lot of materials, gather as many materials from other organisations as you can for the purpose of this exercise. It is also helpful to have a mix of effective and ineffective materials.
2. Divide the participants into three groups and ask each group to select one of the learning materials.

3. Display the flipchart of questions that you prepared in advance.
4. Ask each group to review the material and answer the questions.
5. In the main group, ask the participants to present a summary of their discussion. Discuss each group's ideas and summarise key points on flipchart.

Part C — Identifying Qualities of Effective Learning Materials (20 min)



1. With the whole group, brainstorm qualities of effective learning materials. Ideas include:
 - Colourful and attractive
 - Relevant for the audience they intend to reach
 - Use appropriate language
 - Asks questions instead of giving answers
 - Encourages rather than scares the reader
 - Suggests alternatives instead of focusing on what one shouldn't do
2. Give the "Guidelines for Creating Learning Materials" handout to participants.

Part D — Planning for Use of Learning Materials (45 min)



1. Ask participants to get into groups with people from the same or similar community/workplace. Ask each group to think about their own work.
 - Could they use learning materials?
 - What kind of learning materials could they use?
 - How would they be useful in their work of reaching community members/clients/colleagues?
 - Who would they be aimed at?
 - What resources would they need?
2. Ask the groups to design one learning material each (e.g., poster, t-shirt, pamphlet, banner, etc.). You may need to provide manila board, marker pens, colour pencils, crayons, glue, and scissors.
3. Ask each group to share their learning material with the main group.



Session 3.10 Learning through Games (2 hours)

Objective

- To discuss the importance of games as a learning tool.



Preparations

Choose some of the warm up games in the appendix and think about how you will facilitate debriefing of the games.



Steps

Part A — Why Are Games Important? (30 min)

1. Begin by playing a warm up game (see appendix 1).
2. Emphasise that people all over the world play games. Ask participants to suggest some of the games they played as children or even as an adults. List them on a flipchart paper.
3. Discuss why people enjoy playing games. Some of the things the participants might say include:
 - They help people relax
 - They allow us to socialise with like-minded people
 - They allow us to practice social skills (e.g. planning, memory, physical agility)
 - They allow us an opportunity to express our values
 - They allow us to feel a part of a larger group
 - They can be entertaining and fun
4. If the participants haven't mentioned it, emphasise that games also create a learning environment. Players are generally relaxed, non-defensive and open to new ways of thinking. They create a good opportunity to discuss how we behave towards each other and how that is an expression of our values.



Part B — Playing Games (30 min)

1. Choose two of the games from the appendix and play with the participants.



2. Discuss what you learned from the game.



Part C — How You Can Use Games (1 hour)

1. Explain to participants that written games can also be developed to introduce new ideas. Board games and card games can be fun for people of all ages. For example, simple, low-cost games can be created that ask community members to think about their attitudes and behaviors.
2. Divide the participants into two smaller groups and ask each group to come up with other games that can be used to communicate about domestic violence or learning new skills. (see *Resource Guide* pages 135 and 169 for more ideas.)
3. The games do not have to be directly about domestic violence. For example games can be about importance of trust in a relationship (e.g., mother-child game) or why listening carefully is important (e.g. whispering a message down a line from one person to the next and observing how the original message changes from the beginning to the end etc.). They may be about how communication can be subtle (e.g., follow the leader) or how status determines how much respect people get (see Session 1.2).
4. Discuss each groups ideas and if time allows try them out.
5. Summarise the discussion and allow participants an opportunity to make any final observations.

Section 3: Developing Skills

