



# Sisters for Life

## Gender & HIV Training Manual



Intervention with Microenterprise  
for Aids and Gender Equity  
(**IMAGE**) Study

Rural AIDS & Development Action  
Research Program (**RADAR**)  
School of Public Health  
University of the Witwatersrand  
Small Enterprise Foundation (**SEF**)

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# Sisters for Life training manual



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# Session 1: Introductions: Who are we?

Prayer

Pledge (Theme)

Co-Counseling

**Prayer/Praise Song:** Led by Chairwoman or She delegates.  
Attendance follows prayer.

**SEF Pledge:** Led by SEF fieldworker for the staff. Led by Chairwoman for center members.

## **Activity Sequence and time allocations (60 minutes)**

- 1) Introductions (20 minutes)**
- 2) Overall goals and Program (10 minutes)**
- 3) Expectations and Concerns (10 minutes)**
- 4) Ground rules (10 minutes)**
- 5) Introduction to Co-Counseling (10 minutes)**

## **Activity 1: Introductions & Nametags (20 minutes)**

### Goals

- Help participants to learn more about one another
- Help participants to feel comfortable and safe
- Help facilitators to learn more about participants

Materials: Nametags

### Process:

1. Trainers welcome participants and introduce themselves-giving the meaning of their names. (Fill out nametags and hand them out.)
2. Break into loan groups-have each come forward and the leader explain the meaning of their group name.
3. Have other group members individually share the following:
  - Name
  - Meaning of their names
5. Facilitator reflects how her name shaped her.

Introduction of Intervention: Facilitator explains to the group the purpose of the workshops and

How they are:

- Participatory
- Part of SEF's programme: Intergration of Microfinance and HIV Education
- Open to suggestions and feedback

### **FACILITATOR'S NOTES:**

- **Session may take a long time if not managed.**
- **Gently remind everyone that there will be ample opportunity to talk during the course of the training.**
- **Ensure that all women have a chance to speak**
- **At this point if arrangement of chairs isn't working, change them before continuing**
- **Keep time in mind and have facilitation partner quietly remind active facilitator**

### **Activity 2: Overall Goals & Programme (10 minutes)**

Goals:

- Inform participants about workshop's goals and content
- Introduce concepts of homework, ground rules, ubuntu.

Materials: Goals and content written out legibly on newsprint

Process:

- 1) Facilitator reads out and explains goals and content on newsprint.
- 2) Facilitator ensures that all participants understand the content by calling for questions and comments.
- 3) Facilitator makes links between sessions.

## **Activity 3: Expectations and Concerns (10 minutes)**

### Goals

- Alleviate any concerns that the participants may be having.
- Agree on the expectations which the workshop can and cannot meet.

Materials : Small sheets of papers and pens

### Process

- 1) Participants break into loan groups (form circles)
- 2) Participants discuss their expectations i.e. what they hope to learn and their concerns
- 3) The expectations and concerns are recorded on different sheets of paper and the leader of the group reports to the larger group.
- 4) The facilitator notes expectations and indicates which ones will be met and which ones, if any, will not be met by the workshop.
- 5) The facilitator notes the concerns and indicates ways in which the concerns will be addressed.
- 6) Have each group mention only expectations that are different from those mentioned of previous groups.

### **FACILITATOR'S NOTES:**

- **Expectations and concerns must be visible during the course of training.**
- **To avoid a lengthy discussion, it is best for facilitators to simply respond to the expectations and concerns raised.**
- **If there's misunderstanding or disagreement, this must be opened for clarification and for purposes of reaching a consensus.**
- **Encourage participation by non-chairwomen and non-writers**

## **Activity 4: Ground rules (10 minutes)**

### Goals

- To establish guidelines for how participants will interact during the course of the training
- To create a climate in which everyone feels that their opinion and input matters.
- To promote unity among participants

Materials: Newsprint and marker

### Process

1. Facilitator asks group why we need rules to govern the trainings.
2. Facilitator lists ground rules as provided by the group on a newsprint.

### **Examples of Key Ground Rules:**

1. Be on time– Rules & Fines of SEF apply
2. Have respect
3. Listen to each other when speaking, No interrupting
4. Everyone must participate-includes assigned homework and report-backs
5. Confidentiality
6. Don't be afraid to ask questions
7. Cellphones off

### **FACILITATOR'S NOTES:**

- **Link ground rules with respect and African traditions (e.g. respecting each other-ubuntu)**
- **Make sure that the ground rules remain visible for everyone during the course of the entire training.**
- **Facilitator may need to keep referring to the ground rules whenever a need arises.**
- **As some participants may not be literate. Make sure that you read out everything that is written on the newsprint. ( stand to the side when writing)**
- **If there are suggestions for rules that seem inappropriate, ask the group to explain why it is a necessary rule.**

## **Activity 5: Introduction to Co-counseling (10 minutes)**

Goals:

- Develop listening skills
- Relieve stress
- Support fellow members of SEF
- Practice confidentiality
- Learn to speak out in safe space

- 1) Facilitator explains what co-counseling is and why it is relevant and useful to the training. ( Emphasis that they will listen only, not respond when person is talking.)
- 2) Break into pairs (These will be pairs for all sessions)
- 3) Tell the group to close their eyes think about how SEF has helped them with the loan, how it has changed their lives.
- 4) Ask everyone to open their eyes, turn to the woman next to them and tell her how they are feeling right now. Spend 2 minutes each speaking.



### **Summary of Session 1**

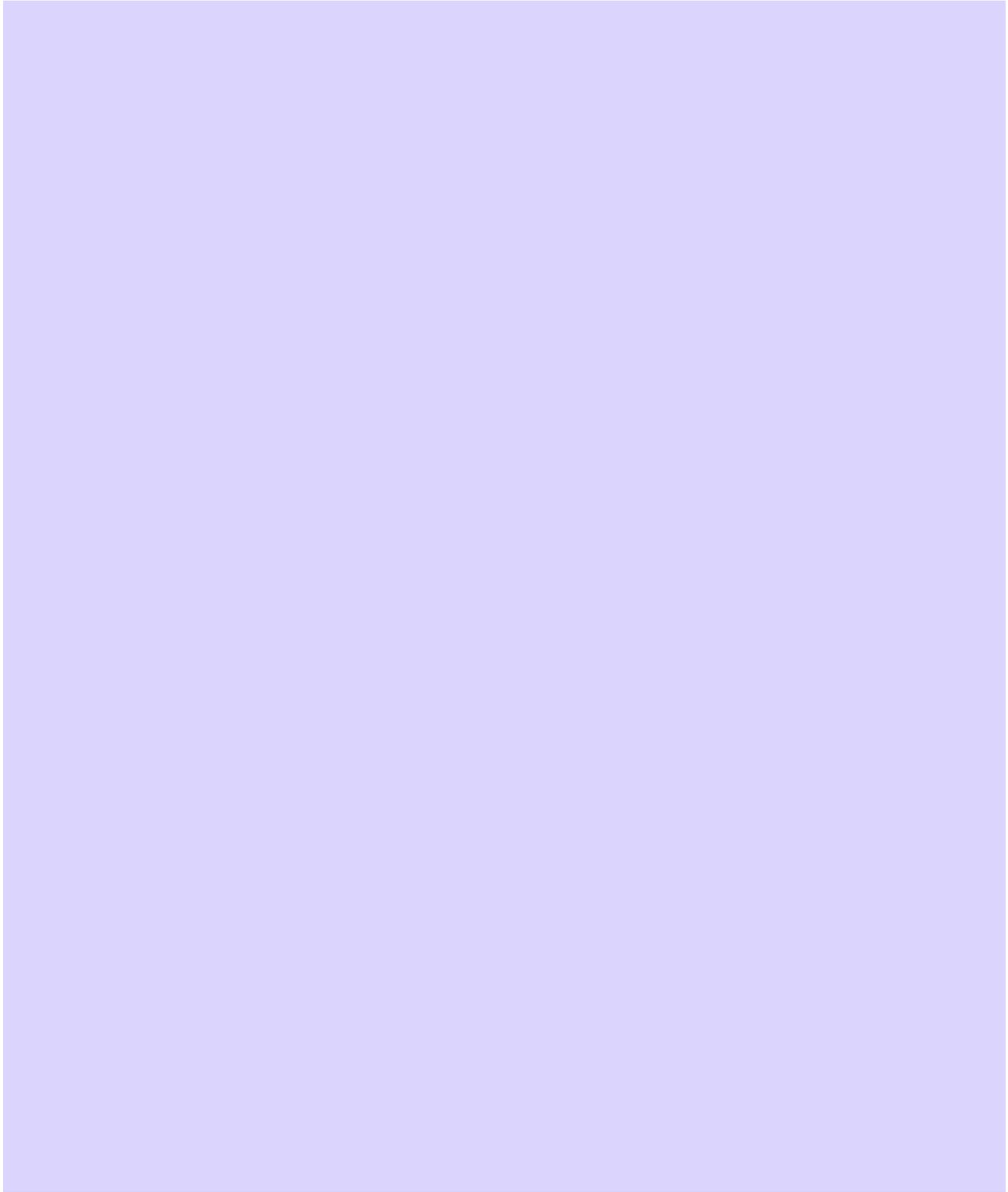
#### **Key points**

- Introduction of participants by learning about how we got our names and how we relate to them.
- Introduction of workshops through the overall programme.
- Gauged groups expectations and feelings about the training and practiced working in loan groups.
- Set out clear ground rules for the rest of the training, came to an understanding of why we need ground rules.
- Practiced co-counseling and listening skills in pairs.

**Individual Summary**

**Closing Prayer**

# NOTES



# Session 2: Reflecting on Culture

Prayer

Pledge  
(Theme)

Co-Counseling

Summary:  
Session 1

## **Activity Sequence & Time allocation**

- 1) Wedding songs & Women's Names (25 minutes)
- 2) Girls Dos & Donts (30 minutes)
- 3) Homework (5 minutes)

### **Activity 1: Wedding Songs & Names (25 minutes)**

#### Goals:

1. To encourage women to think about some of the words that are used by the community to address women.
2. To get women to think about the kind of messages that are given to young women on their wedding day and the impact it has on them.
3. The role of the community and the influence of culture in our lives

Materials: Pen and paper

Process:

- 1) Ask the participants to divide into loan groups of five people.
- 2) Ask some groups to analyse wedding songs and others to analyse names given to men and women and report back on the messages in those songs and names both good and bad.
- 3) Bring everyone back to the larger group and have groups reportback,

#### **Wedding Songs Dikosa tsa manyalo**

: Tolerance/ Bogadi ba dula ka pelo  
: Daughter in law concentrate on your things/  
: Makoti tlogela ditaba tsa batho  
: Sweep girl sweep/Fiela ngwanyana  
: Now is your time /Makoti ke dinaku  
: Mother in law leave the pots /Mmatswale tlogela dipotwana  
: Listen to their rules/O mamele molao  
: She is our mother take care of her/ Ke mmarona

## Wedding Songs Discussion Notes:

"Wedding songs concentrate on how the bride should behave. Why aren't there songs for men?"

- Why do we sing these songs?
- What do we want to tell girls in the songs?
- How do the songs influence us?
- What messages are given to woman in relation to housework and care taking of children

### **Key messages in songs:**

- Women should prepare for their roles as housekeepers
- Mother-in-laws should assume their roles of monitors of daughter-in-laws
- The wife must stay no matter how hard it gets (Domestic Violence)

- 1) Ensure relevant songs are mentioned by prompting during group time.
- 2) Discuss the full meaning of the songs
- 3) Illustrate to the group how over one's lifetime listening and singing the songs is like conditioning yourself to believe the messages.
- 4) Probe one song in depth

### Women's Names/Maina a basadi

Prostitute	Kobaobane
Divorcee	Poabogadi
Unmarried	Lefetwa
Barren woman	Moopa
Ugly	Sekobo
Witch	Moloi
Dog/Bitch	Mpsa
Lazy woman	Sebodu
Careless woman	Lesaedi

### Men's Names/Maina a banna

Unmarried man	Kgope
Widower	Mohlolo/Ngolobe
Unemployed man	Mahlalela
Lazy man	Majascaftin
Drunkard	Segatamoroko

## **Names Facilitator's Notes:**

Step 1: Write list

Step 2: Clarify meanings

Step 3: Probe for additions/specifics ( similar for men)

Messages in Names:

Separate laws

- Who uses these names, do men have the same names as women?
- Why is it that men do not have so many bad names as women have?
- Decide which items to focus on, don't analyse all mentioned.
- Does this mean that men do not need to be told how the community expect them to behave ?
- How are expectations for behavior different for men than women?
- Lobola question: discuss the exchange of symbolic gifts to bind 2 families.

## **Activity 2: Girls Dos & Don'ts (30 minutes)**

Goals:

- 1) To understand expectations & restrictions placed upon women during childhood
- 2) To explore the meanings behind the messages sent to women
- 3) To sensitize the group to the consequences of women not conforming.

Materials: Newsprint and pens for each group

Exercise:

- 1) Ask loan groups to think back to when they were small girls and the messages they received related to: write on newsprint
  - a) Things that girls are supposed to do (10 minutes)
  - b) Things that girls are not supposed to do (10 minutes)
- 2) Come back to larger group and invite a participant to present the lists. Ask the group: What happens to girls who don't conform?
- 3) Bring up contradictions or confusing messages
- 4) Discuss the what messages are sent to men and how they affect women.

Girls are supposed to do:

1. Have sex after marriage\*  
(Be innocent in sex)
2. Have respect-listen to elders\*
3. Wake up early & sweep the floor
4. Sit on the floor
5. Do household chores
6. To play only with girls
7. To look clean & beautiful\*
8. Wear dresses (long) \*
9. Cover head in church

Girls who don't conform:

1. Get pregnant
2. Get raped
3. Get kicked out of the house
4. Not given food
5. Not given education
6. Not given money
7. Isolated-Labeled
8. Beaten
9. It will rain on your wedding day
10. Fertile too soon

Girls are not supposed to :

1. Look dirty & careless
2. Wear mini-skirts or trousers
3. Eat rich food
4. Go to Univeristy
5. Play with boys
6. Stay out late at night
7. Eat while standing
8. Cook while menstruating
9. Have sex while menstruating
10. Healers cannot heal during menstruation
11. Go to church during menstruation
12. Stand at the door
13. Sit on a rock
14. Eat inside the pot (It will be rainy & windy on wedding day)
15. Wash after sunset
16. Turn back in the middle of the road ( Partner's family might be coming on the road with Lobola)
17. Wash your hair while menstruating



### **Do's & Dont's Facilitators Notes:**

- Begin Discussion by Clarifying and adding on to list.
- Probe specific ones for messages and contradictions (see \*)  
(if a woman isn't beautiful, she is called names, but if she is 'too sexy', then she deserves to be raped.)
- Highlight how women oppress each other and themselves through use of these terms.
- Ask the group what kind of mothers-in-laws or sister-in-laws they are or will be? Are they supportive of their female non-blood relatives?
- Discuss the influence of the Bible or religion.

Important messages to probe:

**Respectful:** how does that influence a woman's ability to speak out?

**Innocent about sex:** can't initiate sex, not supposed to know positions, what about condoms?

**Miniskirt/trousers:** leads to rape? What about children and babies?

### **Summary of Session 2:**

- 1) Names & Wedding Songs:
  - a) They have messages used to control women's behavior
  - b) there are negative consequences for breaking rules: punishment, labels, rape, beaten
- 2) Three Key messages:
  - a) Women's role is to obey, serve, be submissive
  - b) Sex-responsible for rape/should be innocent/it's bad to too fertile/barren
  - c) There are separate laws for men-compare with apartheid. e.g. Women told not to sleep around, men told OK to sleep around.
- 3) Who came up with these messages?
  - a) Culture-who?
  - b) Bible/Religion?
  - c) It is both women & men who use these names & songs to oppress women and control women's sexuality.
- 4) Link to Session 3; we'll talk about who makes up culture? Is it healthy or natural and whether it can be changed.

### **Activity 3: Homework Instructions**

Time: 5 minutes

Materials: None

Process:

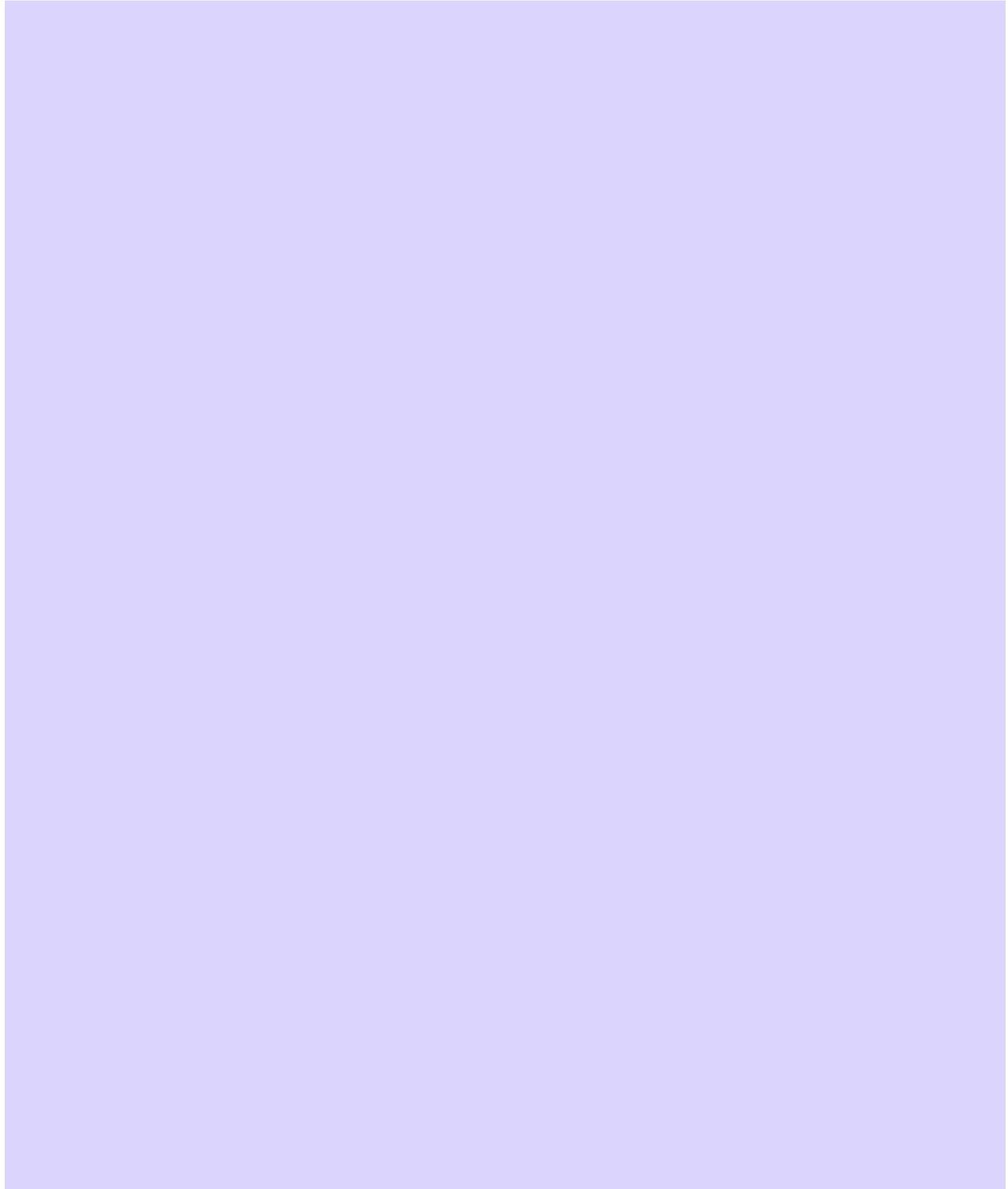
- Think about the words that we use to call women who don't conform
- What are the consequences of calling someone those names
- Listen to the songs they sing in weddings and think why they sing them and what it is supposed to mean to the bride.



**Individual Summary**

**Closing Prayer**

# NOTES



# Session 3: Gender Roles

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Prayer

Pledge  
(Theme)

Co-Counseling

Summary:  
Session 2

## Activity Sequence and Time Allocation

- 1) Homework Report Back (15 min)
- 2) 24 Hours Part 1 (40 min)
- 3) Homework instructions (5 min)

### Activity 1: Homework Report Back (15 min)

#### Goals:

- 1) To reflect on the messages about men and women from the last session (wedding songs, proverbs)
- 2) To link this to today's activity on gender roles and stereotypes

Materials: Flip charts from last session

#### Process:

- 1) Put flip charts on wall and remind women about last session's homework.

#### Key Questions/Prompts:

- 1) Did any women notice how messages we had explored were being used in "real life"?
- 2) Did anyone attend weddings or other events where songs or proverbs or names were used?
- 3) Who was using these messages? How did other people respond? How did they feel about these messages?

## **Activity 2: 24 Hours (Part 1) (40 min)**

### Goals:

- 1) To identify the tasks of men and women in society.
- 2) To create awareness of men and women's workloads.
- 3) To compare how much time men and women spend caring for themselves and for others. (further exploration of these issues to be continued in Session 4)

### Materials:

- A prepared flip chart of the activity partially completed (to use for giving instructions).
- Prepared flip charts with the 24 hours of the day listed already – one for each group to use. (Facilitator only writes times)
- Markers.

### Process:

- 1) Ask the women to break into their loan groups.
- 2) Explain that this activity is going to look at what men and women in their communities do on a typical day. Use the prepared flip chart as an example of how to complete their own flip charts.
- 3) They should each come up with a "typical" family, giving the husband and wife names, and decide how many children they have.
- 4) Starting with 12 am (midnight) and ending with 11 pm, should list what the husband and wife are each doing each hour:
- 5) Divide the groups so that half address Scenario 1 and half address Scenario 2:

**Scenario 1:** A family in the community with both the husband and wife working, the woman is a SEF client and as a result she is running a small business. They have children

**Scenario 2:** Same as above (wife is a SEF client, they have children) but here the husband is unemployed

### **Process Part 2:**

- 1) After the women have worked on their flipcharts, ask a group that has finished to present.
- 2) Have a participant read off the activities on her chart, for each one ask the group which activities the wife is doing for herself, and which ones for others? (W= wena, B= bangwe)
- 3) Have participant mark these as W (in 1 colour) and B (in another colour) next to each activity. Do the wife first, then the husband.
- 4) Now add up the number of hours a woman spends on her self vs. others.
- 5) Ask the group if they think that it is fair, summarize the session.

**Wife (Thandi)**

12 am sleeping  
01 am breastfeeding  
02 am sleeping  
03 am sleeping  
04 am wake up prepare bath  
05 am start breakfast for the family  
06 am wake up children & bath them  
07 am feed children & herself  
08 am dresses herself, leaves for town  
09 am selling in town  
10 am selling in town  
11 am selling in town  
12 am selling in town

**Husband (Sipho)**

12 am sleeping  
01 am sleeping  
02 am sleeping  
03 am sleeping  
04 am sleeping  
05 am sleeping  
06 am sleeping  
07 am wakes up  
08 am eats  
09 am dressing  
10 am visit friend  
11 am visit friend  
12 am visit friend

**Facilitator's Notes:**

- Facilitator should walk around and help out groups.
- Remind them (if there is a baby) to include time for breastfeeding, changing the babies nappies, etc.
- Notice if they have not included "sex" as one of the activities, ask them (in a playful way) to include it.
- Ask the group: Is this 24 hours real? Does your day look anything like this? What do you notice about the man's day and the woman's day?
- Ask the group: Who get paid for the work that they do? Why is housework not considered "real" work? Is it because it is not valuable? Or because it is not valued?
- Go back to the messages in the wedding songs, proverbs.
- Are there any messages that re-enforce these different roles for men and women (e.g.. wedding songs: " The road will be hard but you must not complain...")
- Although it's possible to go further with this discussion, just try to raise these issues this time. We are laying the foundation for a deeper discussion of the issues in the next session.
- It is not necessary to write all activities in the example.
- Emphasize the women's workload compared with men's.

### **Activity 3: Homework (15 min)**

Process:

- 1) As you continue to go about your daily routine, take notice of how much of your time is spent on various activities, how much time do you spend on taking care of yourself?



### **Summary of Session 3:**

- 1) Participants discussed further the names and messages sent to us as women through songs, proverbs and in our daily lives.
- 2) Participants began to chart out women's activities in one day to explore how much work she is doing and how much time she has for herself.
- 3) In the next session, we will discuss what our hectic day means for our health and family.

**Individual Summary**

**Closing Prayer**

# NOTES



# Session 4: Women's Work

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Prayer

Pledge  
(Theme)

Co-Counseling

Summary:  
Session 3

## **Activity Sequence and Time Allocation**

- 1) Homework Report Back (15 min)
- 2) 24 Hours Part 2 (30 min)
- 3) Homework instructions (5 min)

### Activity 1: Homework Report Back (15 min)

#### Goals:

- 1) To get women to reflect on how the 24 hours exercise reflects the reality of their own lives

Materials: 24 Hours flipchart from Session 3 (not yet marked "self" vs. "others")

#### Process:

- 1) Bring a flipchart from last time
- 2) Ask one woman from that group to come up with you.
- 3) Ask all the women to look at the flipchart and to reflect on a typical day during the time since we last met.
- 4) Work with group to mark S vs. O on it, allowing X to mark the paper. (W= wena & B= Bangwe)
- 5) Ask volunteer to count up the hours devoted to self for both the man and the woman.

### **Facilitator's Notes:**

- Encourage debate amongst participants in designating activities as for W & B.
- Ask the group to compare the number of hours allocated for them selves (woman ) to men.

## Activity 2: 24 Hours - Part 2 (30 min)

### Goals

- 1) Explore the implications of women's heavy workload on their health and well-being
- 2) To challenge whether this is fair, healthy, or "natural"
- 3) Understand the difference between "sex" and "gender"
- 4) Unpack and challenge the idea of "culture"

### Materials

Continue with the flipchart used above. Add other 24 hours flipcharts from Session 3

### Process

- 1) In regards to the gender division of work, explore the following the following themes with the group
  - **Is this real?** (does this reflect your daily life?)
  - **Is this fair?**
  - **Is it healthy ?** Why not?
  - **Is it 'natural'?** (what is nature?)
- 2) Explain the difference between Sex & Gender. Take an example (breastfeeding) and ask whether men can do this. (see next page)

**Where does culture come from?**  
**Who makes culture?**  
**Can culture Change?**

- 1) How would the activity be if they were to compare 24 hours in the day of a **white farm owner** and a **black farm worker** (what time they wake up, what activities they do, how much time is for self vs. others). Ask the same questions.
- 2) Afrikaners believed that God said whites were superior to blacks. Was that fair? Was it natural? Now, we have a black president, how is that possible if culture cannot change

**Health Consequences:**

**Physically:**

Anemia, poor nutrition, high BP, heart attacks, strokes, arthritis, backaches.

**Emotionally/Mentally:**

Stress, depression, no personal time, short-tempered with children

**For Children:**

Mothers don't have time to play with them, they aren't as supervised / protected, need to parents. Are they just your children or are they his as well? If he helped make them can't he help raise them? If they say a helpful husband is bewitched, who says it? (women oppressing women)

## Discussion Notes:

### **Sex vs. Gender**

**Sex:** Differences in the body, private parts and biological processes, e.g. giving birth, breastfeeding, etc. (Male, female)

**Gender:** The experience of a male or female within society and influenced by culture. Identity as given by society of a woman or man.

**Gender Roles:** How society expects one to act based upon their gender. Assumed power relations and economic, cultural & social attributes.

Examples:

- Lower value of girl babies than boy babies
- Women's role in cooking, cleaning and raising children
- Men as protectors, providers, strong-not emotional
- Women as emotional, dependent and submissive

#### **Questions:**

- Why do people say a man is be witched if he helps with cooking and cleaning.
- Can the white farm owner not do manual labour because of how his body is made? Or does this have more to do with "culture"?
- If the wife is working, does the husband usually help out with the cook and cleaning?)

### **Why are Gender Roles Bad for us?**

- Women feel less respected and less valuable and have lower self-esteem
- Women are discouraged from certain goals and career paths, e.g. going to university, doctor, lawyer, professor, positions of authority over men.
- Women are made to feel useless without a man
- Inheritance and property laws exclude women from access to family resources
- Men feel pressure to "be strong," cannot show emotions or ask for support
- Men aren't allowed to spend time being fathers.

#### **Why haven't Gender Roles Changed?**

- They were built over a long time period– in the structure of the laws.
- They are benefiting men– they are afraid of sharing power with women (will they take revenge?)  
Ex. Apartheid
- Culture takes a long time to change

#### **Questions:**

- Why do people say an organization will fail if a woman is the director?
- What are examples of changes in women's roles over the years?

## Summary of Session 4

- The 24 hours reflects the reality of women's lives, not just in South Africa, but in most parts of the developing world
- Where women carry the burden of looking after most household duties and caring for the family, the elderly and the sick.
- This situation is not fair, not healthy, and not "natural"
- Culture (gender) rather than sex (biology) accounts for most of this inequality
- Culture is not natural, but rather man-made, sometimes people use it to justify their actions & maintain their privilege
- Culture can change (analogy to apartheid, possible with women's rights) but change is not easy. (analogy to apartheid struggle)



### Activity 3: Homework (5 Minutes)

Process:

- 1) Ask women about when they first heard about sex & menstruation (where babies come from?)
- 2) Ask the group to think about stories they heard when they were young about sex, menstruation and reproduction.

**Individual Summary**

**Closing Prayer**

# NOTES



# Session 5: Our Bodies, Ourselves

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Prayer

Pledge  
(Theme)

Co-Counseling

Summary:  
Session 4

## **Activity Sequence & Time Allocation**

- 1) Homework Reportback (5 minutes)
- 2) Discussion of Womanhood (10 minutes)
- 3) Body Mapping (40 minutes)
- 4) Wrap-up /Homework (5 minutes)

### **Activity 1: Homework Report Back (5 Minutes)**

#### Process

- 1) Ask for volunteers to share stories of first understanding of sex and where babies come from.
- 2) Quickly get brief reports from 2-3 people. Including at what age, whom they heard it from and whether it was a positive or negative message. (Did it help you understand or made you more confused.)

### **Activity 2: Open Discussion of Womanhood (10 Minutes)**

#### Goals:

- Open up discussion on our bodies
- Identify negative terms given to women's sexual parts and behavior.
- Discuss where negative messages about women's bodies come from.

Materials: Flipchart, markers

#### Process:

- 1) Ask the group: What is a woman? What makes us women? How are we different to men?
- 2) Ask women to give different names that are given to women's body parts and behaviors related to sexuality. (Record).
- 3) Once a list is up, talk about the messages those slang terms send to us about our bodies, what do they mean? Are the words negative or positive?
- 4) Include on the list: the sources of those names (who says them— draw arrows from names to sources)

### **Activity 3: Body Mapping (40 Minutes)**

Goals:

- To understand and normalize processes in womanhood
- To explore language and feelings associated with our bodies
- To share experiences with each other

Materials: Large construction paper, markers

Exercise:

- 1) Break into loan groups and trace someone's form onto a large piece of paper.
- 2) Ask each group to describe/illustrate on the paper what happens to a woman's body during 1) Menstruation, and 2) Sexual intercourse.
- 3) Each group will have one process (it's okay if more than one group has the same topic)
- 4) Ask the group to draw the effects or write effects on the paper, including emotions with physical changes.



### **FACILITATOR NOTES:**

- Go around to each group and provide guidance through answering questions or giving prompts.
- Encourage women to explore emotional, physical and spiritual changes that are part of these processes.
- Utilize the time to answer questions about STDs
- Keep track of time allow 5-7 minutes for drawing, 10 minutes for writing out feelings, then come back to the group, even if some are not finished.
- ***Don't be concerned with the accuracy of women's knowledge of biological processes, the purpose is to share knowledge and how processes make us feel. (Don't Draw for them)***
- If not sure about a process, ask colleagues for guidance
- Be sure to have every group members' experience can be reflected on the paper.
- Be sure to have a diagram of a vagina for explanation of menstruation.

### Discussion Notes:

- What are the links between myths about wet vaginas, size of vagina and dry sex with words used in activity 1.
- Explain effects of drying agents.
- Discuss issues of shame connected to menstrual blood.
- What are associations with women who are open about their need for sex? (Explore shame around women's sexuality.)
- How are these names connected with Gender Roles?
- Link with names, do's & don'ts, wedding songs & 24 hrs (Self vs. Other)
- Bring in traditional/historical knowledge about processes.
- Encourage discussion of personal experiences, build on the knowledge that women have already.

### **Common Topics:**

#### **Menstruation:**

- Thick blood
- Cramps
- More than once a month
- Sex during menstruation
- Shame, unclean
- Church during menstruation

#### **Sexual Intercourse:**

- Large vagina/small vagina - myth of promiscuous women
- Large penis/small penis
- Dry sex, to make vagina small for male pleasure (HIV/AIDS)
- Who's responsible for satisfaction?

Is it okay to want sex?

-Condoms, do they harm the man?

Can it get "lost", in the woman?

Whose pleasure is more important?

### **Summary of Session 5:**

- 1) We receive negative messages about our bodies and about sex from an early age.
- 2) No matter what our shape or size we need to be proud of our bodies .
- 3) Menstruation and sexual intercourse are both natural parts of life that we should not be ashamed of.
- 4) It is important for us to understand how our bodies work to keep healthy.
- 5) Drying agents and unprotected sex put us at risk of HIV - link with session 6.

### **Activity 4: Wrap-up & Homework (5 minutes)**

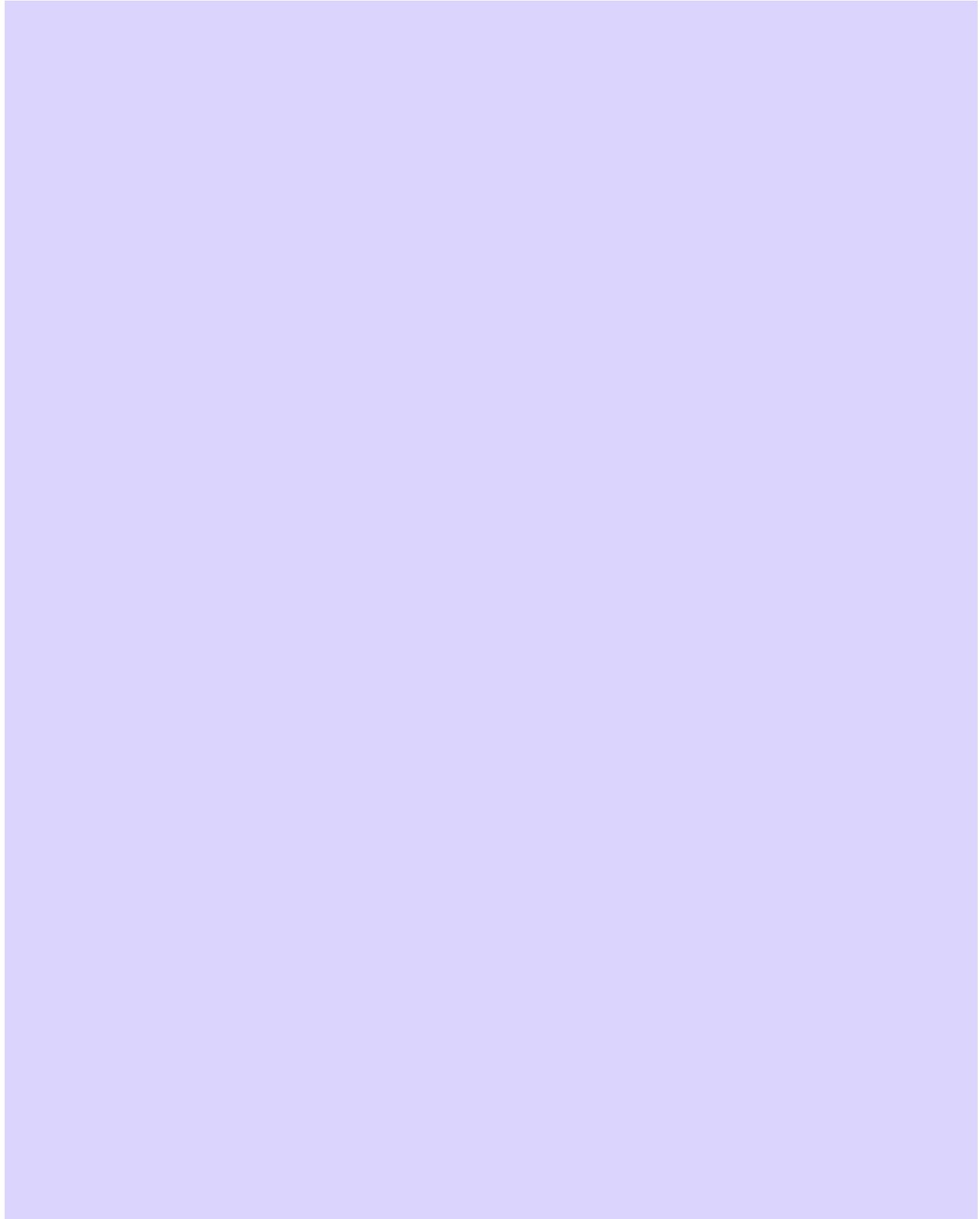
Process:

- 1) Give each woman a piece of paper and ask them to draw a picture of themselves.
- 2) Ask the women to indicate on the drawing the scars & wounds they have from violence both physical and emotional.

**Individual Summary**

**Closing Prayer**

# NOTES



# Session 6: Domestic Violence

Prayer

Pledge  
(Theme)

Co-Counseling

Summary:  
Session 5

## **Activity Sequence and Time Allocation**

- 1) Homework report back (5 minutes)
- 2) Domestic violence definition/brainstorming (25 minutes)
- 3) Role play & Discussion (25 minutes)
- 4) Homework instruction (5 minutes)

### **Activity 1: Homework report back (5 minutes)**

Materials: Facilitator's own drawing

Process:

- 1) Facilitator demonstrate their drawing first and discuss own experience utilizing their drawing.
- 2) Ask participants to share their drawings with the group highlighting the pain and violence they have experienced/witnessed.
- 3) Keep the presentations brief and select only 2-3 people to share.

Introduction Notes:

- These are stories of us, as women.
- Explain why we are not going straight to HIV, these are factors which make someone more vulnerable to HIV such as domestic violence.
- Domestic violence is bad for women's health, it is a big problem for women in South Africa.

## **Activity 2: Domestic Violence Definition & Brainstorm** **(25 minutes)**

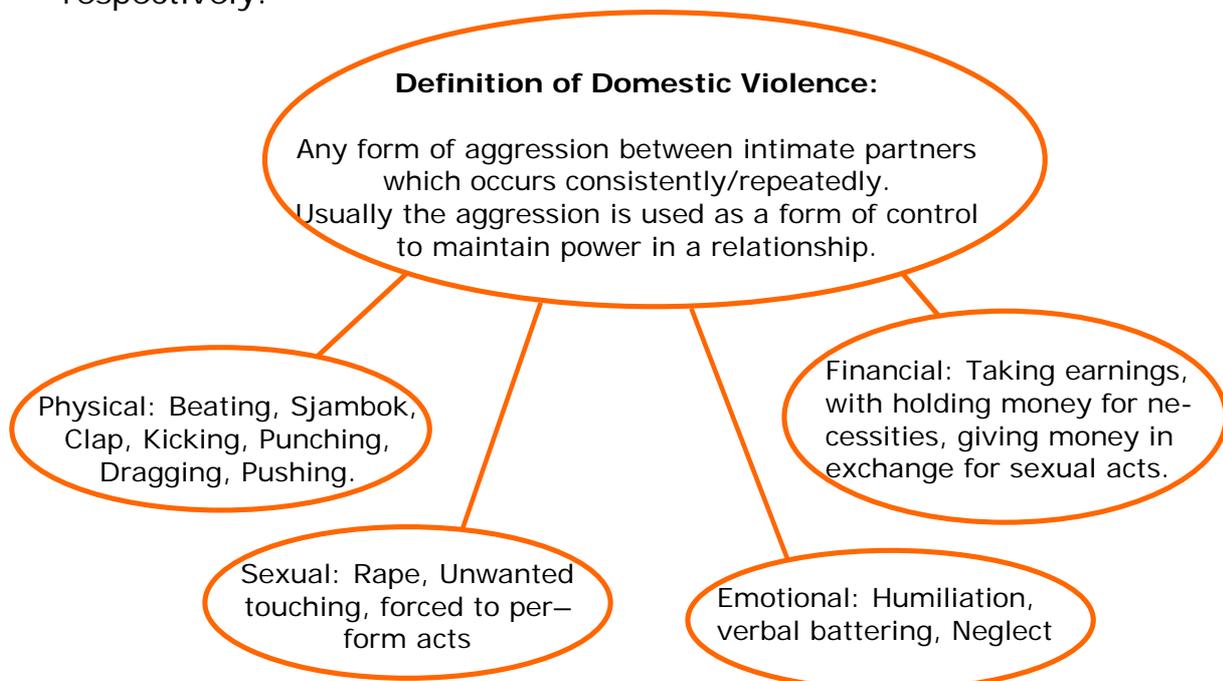
### Goals:

- 1) To show a variety of experiences which constitute domestic violence.
- 2) To identify ways in which women are not supportive of other women.
- 3) To notice how gender conditioning support domestic violence.
- 4) To understand that DV is wrong and women never deserve to be beaten.

Materials: Flip chart, pens

### Process:

- 1) Ask women to divide into groups and reflect on the following:
  - All forms of violence that they experienced, witnessed or heard of which was subjected to **women by men**.
  - Who were the offenders in instances described
  - Settings and objects or weapons used in occurrences(5-10 minutes in pairs, 10-15 minutes of report back)
- 2) Ask everyone to come back to the larger group, have groups call out different acts of violence, write them on the flip chart.
- 3) Group the different behavior/acts into forms of violence by placing P, S, E, V or F to indicate physical, sexual, emotional, verbal and financial respectively.



## **Facilitator's Notes:**

Connect to Gender roles exercises in sessions 2&3

- Make examples used specifically to male-female relationships.
- There may be a need for co-counseling after this session, mention to the group the need to feel supported and cry if necessary
- Realise that when women speak about others they may be talking about their own experiences.

## **Activity 2: Role Play & Discussion (25 minutes)**

Materials: Flipchart & paper

Process:

- 1) Lead facilitator & co-facilitator do role play, emphasising a negative response from the mother-in-law:

Your daughter-in-law appears with a bruised eye. When you ask her how it happened she tells you that she was beaten by your son. When you ask why, she tells you it is because she was complaining about his coming home late at night, and that she thinks he is having other girlfriends. How will you respond?

- 2) Ask the following key questions to the larger group:

- Why do we think this happens to women?
- Why did the mother-in-law respond in this way? Is there another way she could have responded?
- Why do women stay/go back to abusive relationships?
- Do abused women tell someone, if yes, whom? If not, why?
- What are people's experiences with mothers-in-laws? Daughter-in-laws? Are they supportive?
- What are the links between this scenario and Session 2 Wedding songs and gender roles.

- 3) Ask two participants to do the role play again emphasising a supportive response from the mother-in-law

## **Facilitator's Notes:**

- Take time to elicit responses to the role play.
- Summarize the discussion by reinforcing different forms of violence.
- Make the links with previous exercises on gender roles (wedding songs; girls do's and don'ts) and 24 hours.
- Make links to the next session on gender and HIV.
- Emphasize opportunities for women to support other women in the discussion



## **Key Discussion Points:**

Mens conditioning:

- Violence is acceptable.
- Masculine strength: power shown in violence.
- Must have multiple partners.

Women's conditioning:

- Violence from men is provoked
- Feminine strength: bear suffering without complaining.
- Must be faithful.

Reasons given to justify DV

- 1) Infidelity/suspicion of (for women only)
- 2) Refusal to have sex: Duty, Lobola - property.
- 3) Talking back: breaking rules, Do's & Don't's.
- 4) Not taking care of house/

Message:

**IT IS NEVER OKAY TO BEAT  
YOUR WIFE**

## **Key Probing Questions**

- 1) What are your excuses for beating your wife? Are women allowed to use same excuses? (Ex. beat husband if suspicion of other partners) Discuss the excuse of alcohol or poverty.
- 2) What happens to men who abuse? How are they viewed by society?
- 3) Why do women stay in relationships with abusive men?
- 4) Is it okay to talk about abuse? Is it okay to report it to police/elders? Why or why not?
- 5) How does this violence predispose women to HIV/AIDS?

## **Summary of Session 6:**

- 1) We have shared our stories today related to experiences of violence as women.
- 2) Together, we understand that domestic violence is:

*Any form of aggression between intimate partners which occurs consistently/repeatedly. Usually the aggression is used as a form of control to maintain power in a relationship.*

- 3) We realise the magnitude of domestic violence in our communities and the damage it does to our families.
- 4) The links between domestic violence and the previous sessions of names, girls do's and don't's, 24 hrs, marriage and shame around women's sexuality are very strong and we acknowledge them.
- 5) We discussed the reasons that are given for beating women and how other women sometimes contribute to women's abuse.
- 6) Finally, we looked at ways women can support each other to reduce domestic violence through our roles as mothers-in-law, neighbours, sisters-in-law and mothers of men who are husbands or will be husbands in the future.
- 7) In our next session, we will examine the impact of HIV on women and why we are vulnerable.

## **Activity 3: Homework (5 minutes)**

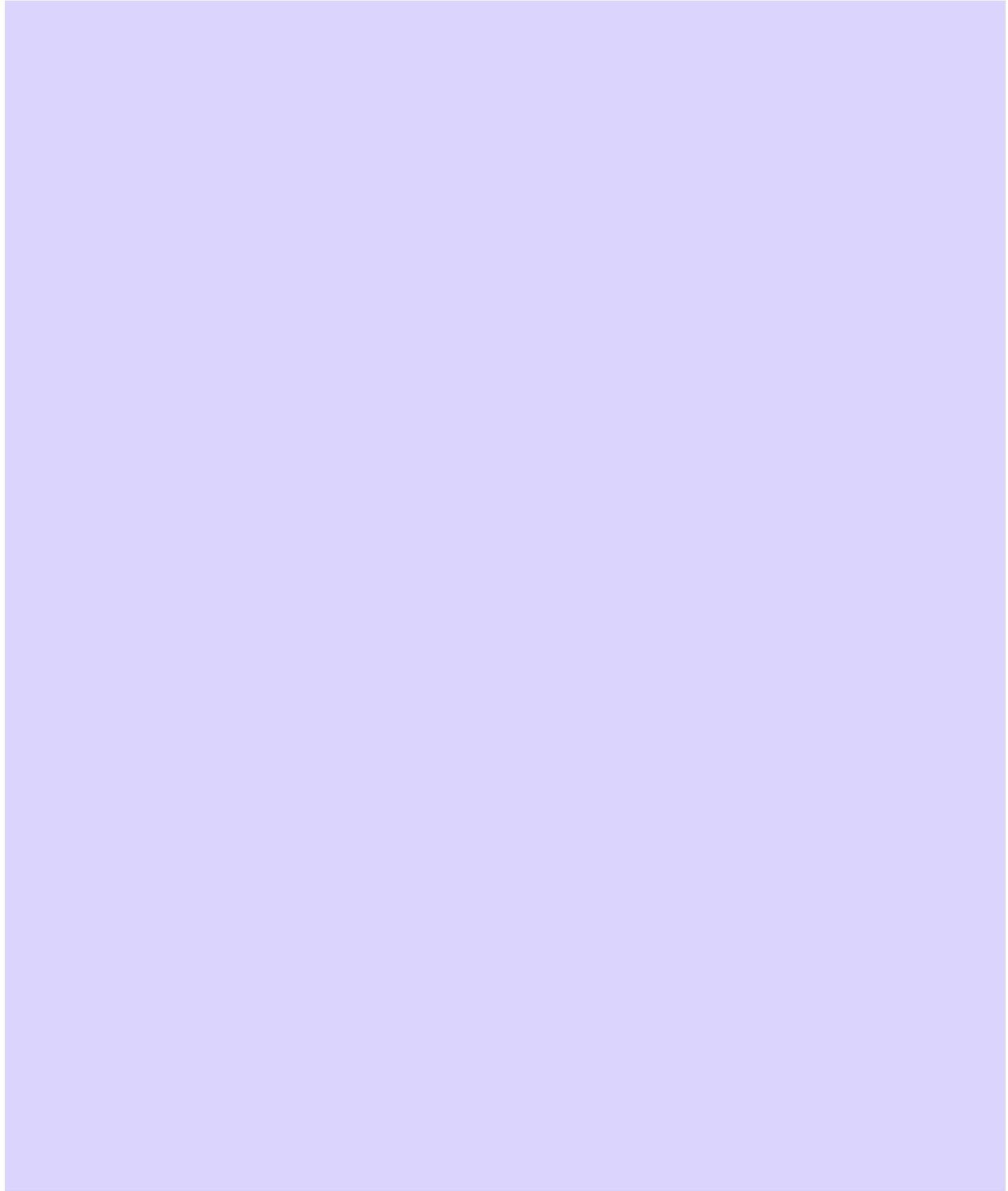
Process:

- 1) Women are requested to think about how physical, sexual, emotional, psychological, and financial abuse put women at risk of HIV.

**Individual Summary**

**Closing Prayer**

# NOTES



# Session 7: Gender and HIV

Prayer

Pledge (Theme)

Co-Counseling

## Activity Sequence and Time Allocation

- 1) Homework Report Back (5 min)
- 2) Basic HIV information (15 min)
- 3) Women and HIV Information (15 min)
- 4) Who's in Danger Stories\* (10 min)
- 4) Homework Instructions (5 min)

### Activity 1: Homework Report Back (5 minutes)

Process:

- 1) Ask women to share their ideas as to how Domestic Violence affects us.
- 2) Ask 2-3 people to share and explain that this session will go into more depth about women's risk.

### Activity 2: HIV Basic Information (15 min)

Goals:

- 1) To find out what the women already know about HIV.
- 2) To make sure participants understand the basics of HIV transmission and prevention and to explore myths about HIV/AIDS

Materials: Prepared flipcharts

Process:

- 1) Facilitator reviews previous sessions to set the context for why we are talking about HIV today
- 2) Ask an open-ended question to encourage participants talk about what they know about HIV – write these on the flip chart
- 3) Include 3 main topics: **Transmission** (emphasis on sexual and mother to child), **Prevention** (A,B,Cs) and **Myths**

\*Includes reading section for trainers

## **Activity 3: Statistics: Women and HIV (15 min)**

### Goals:

- 1) To highlight statistics about HIV and women's vulnerability
- 2) To highlight that women's increased vulnerability to HIV is due to social factors more than biological ones.
- 3) Review some of the messages about gender roles and stereotypes from previous sessions (wedding songs/proverbs, 24 hours, triangles) and relate this to women's risk of HIV

### Materials:

- Previous flipcharts from 2, 3, 4 and 5.
- Prepared flipchart with HIV statistics and biological/social factors

### Process:

- 1) Facilitator uses flip charts and exercises to stimulate discussion Gender & HIV Trends & Stats (Fig. 1 and 2 )

Fig. 1: **Gender and HIV – Trends and Statistics**

- 20 years ago, men were at more risk, now women are in danger - specifically young women.
- UNAIDS estimates that in 2000, more than 12 million women worldwide had been infected with HIV since the start of the epidemic. Worldwide, the HIV risk for women is rising.

### **Standing Exercise**

#### **Ask 10 women to stand, then ask:**

*Where do most of the women who are being infected live?*

- 9 out of 10 HIV-positive women live in a developing country.  
(ask 1 woman to sit, she represents rich countries)
- 8 out of 10 of all HIV infected women are African (Ask another woman to sit down, she represents Asia & Latin America.)
- The remaining women standing represent African women infected with HIV.

## Fig.1 Continued

### Young women at highest risk?

- Recent data indicates that around half of all new HIV infections world-wide occur among people aged 15 to 24. Why?
- Girls start sex early because of pressure from society.
- Partners - older men who have more partners (Taxi drivers, teachers, sugar daddies).
- Men offer to pay school fees, cellphones, clothes in exchange for sex.
- Young women have less power in relationships to ask for condoms.  
(ask women if they have teenage daughters?)

### Which women are at risk?

- Although many people associate prostitutes with HIV, prostitutes are often more successful with condoms than married women.
- A study in Uganda shows that more than half of women with HIV were married and monogamous. (Being faithful doesn't protect you if your husband has other sexual partners.)

## Fig. 2: **What factors put women at higher risk of HIV?**

### Biological Factors

*Our bodies are more vulnerable to HIV than men's bodies. Why?*

- Rape, violence: tearing and bleeding during intercourse multiplies the risk of HIV infection
- "Dry sex": in many cultures, women use herbs or other vaginal drying agents. This may also increase the risk of tearing and bleeding during intercourse.
- Untreated STDs: this can multiply the risk of HIV transmission . Often, STD cases in women go unrecognized – unlike men, the sores or other signs are absent or hard to see, and they do not suspect they are at risk.

### **Symptoms of STDs:**

- Itching
- Burning Urine
- Discharge: change in color, smell, amount
- Sores
- Rash
- No symptoms

## **Activity 4: Who is in danger? Stories (10 minutes)**

### Goals:

- 1) To stimulate discussion based upon examples and stories that the participants can easily relate to.
- 2) To move into a larger discussion of women's increased vulnerability to HIV based on social factors.

Materials: Flipcharts with pictures & two scenarios written out.

### Process:

- 1) Tell the large group the two stories of women.
- 2) Ask them to explain to you who they think is in danger and why?
- 3) Move the discussion into the general social factors for HIV risk.

### **Dimakatso, Age 16:**

- In school
- Mother is not working
- Father went to Jo-burg, hasn't returned for a long time.
- Has boyfriend, Vusi, Age 40, Taxi Driver
- He is married, has many other partners and does not use a condom with any of them
- Vusi buys her clothes, pays her school fees and gives her food for her family
- Vusi gives her free rides to school
- She was also raped by her teacher last year

### **Sibongile, Age 35**

- Married, has 4 children
- Faithful to husband
- Husband, Mandla, Age 39, Truck Driver
- He has many partners
- He drinks very often
- He is abusive: accuses her of sleeping around, beats her, rapes her and some times doesn't give her money for food

.....  
: Key Questions:  
.....

- .....
- 1) Do you know someone similar to these women?  
: Who is in danger, why?  
.....
  - 2) What in relation to the factors discussed earlier put them at risk.  
: -Poverty  
: -Gender roles  
: -Domestic Violence/Sexual Violence  
: (Identify these factors from the examples, utilise flipchart)  
.....

## **Social Factors for HIV Risk\***

*For many women, it is the social and economic circumstances of their lives that place them at risk of HIV. Lacking economic resources of their own, and fearful of abandonment or violence from their male partners, they have little or no control over how and when they have sex. In this way, they are vulnerable to HIV infection.*

*(\*This section is for trainers to read and utilise during the session.)*

### **Poverty: How does poverty put women at risk?**

Why do poor countries have more HIV?

- Exchange sex for money (Women economically dependant on men)
- Lack of sex education
- No recreation facilities/activities for youth
- Migrant labor/Multiple relationships
- Competing needs: daily survival, priority over long-term health.

### **Gender: Why are women more vulnerable to HIV?**

- Gender Roles: submissive, tolerant, innocent about sex, don't talk about
  - 1) Condoms, 2) Other partners (ex. Do's & Don'ts)
- Domestic Violence:
  - 1) If leaves, vulnerable because of poverty, faces labels, isolation, stigma
  - 2) If stays, no condoms, raped, can't ask about other partners.

(Rape within marriage is against the law. In Zimbabwe, 1 out of 4 women said they were forced to have sex when they did not want to . 2 out of 5 said that their partner told them it was their duty to have sex with him.)

- Fewer Opportunities : not supposed to work/go to university - lower self-esteem
  - 1) Only valuable if get married
  - 2) Economic dependence on men

### **Sexual expectations: Why is it difficult to abstain?**

In a study of teenage mothers in Cape Town, South Africa, 1 out of 3 reported that their first intercourse was "forced" and 1 out of 10 said they had been raped. 3 out of 4 thought the consequences of refusing sex would be that they would be beaten, laughed and some felt they would loose their friends.

### **Child Sexual Abuse:**

Most victims of child sexual abuse are female, and most abusers are older males who are in a position of trust or authority over the child: parents, relatives, neighbors, teachers.

The ways in which child sexual abuse can increase the risk of HIV are:

- 1) At the time of abuse, a girl can be infected
- 2) Later in life, survivors may do things which put them at risk of HIV. ( e.g. early and multiple partners, unprotected sex and the excessive use of alcohol and drugs.)

## **Summary of Session 7:**

- 1) Today, we discussed modes of HIV transmission and methods of prevention.
- 2) We learned that:
  - ? Women in Africa are the most at-risk for HIV in the world.
  - ? Young women are at high risk because of older partners
  - ? Married women are at risk, if not using condoms
- 3) Because of biological factors, we understand that our bodies are more vulnerable to HIV infection than men's (dry sex and rape). STD's also make us more vulnerable to HIV infection.
- 4) However, the most important thing for us to think about today is that social factors such as poverty, domestic violence and gender inequality are the greatest cause of HIV's spread in our communities.
- 5) The next step for us is to think about how to protect ourselves and our families. (Link to session 8 - VCT)

## **Activity 3: Homework (5 minutes)**

Process:

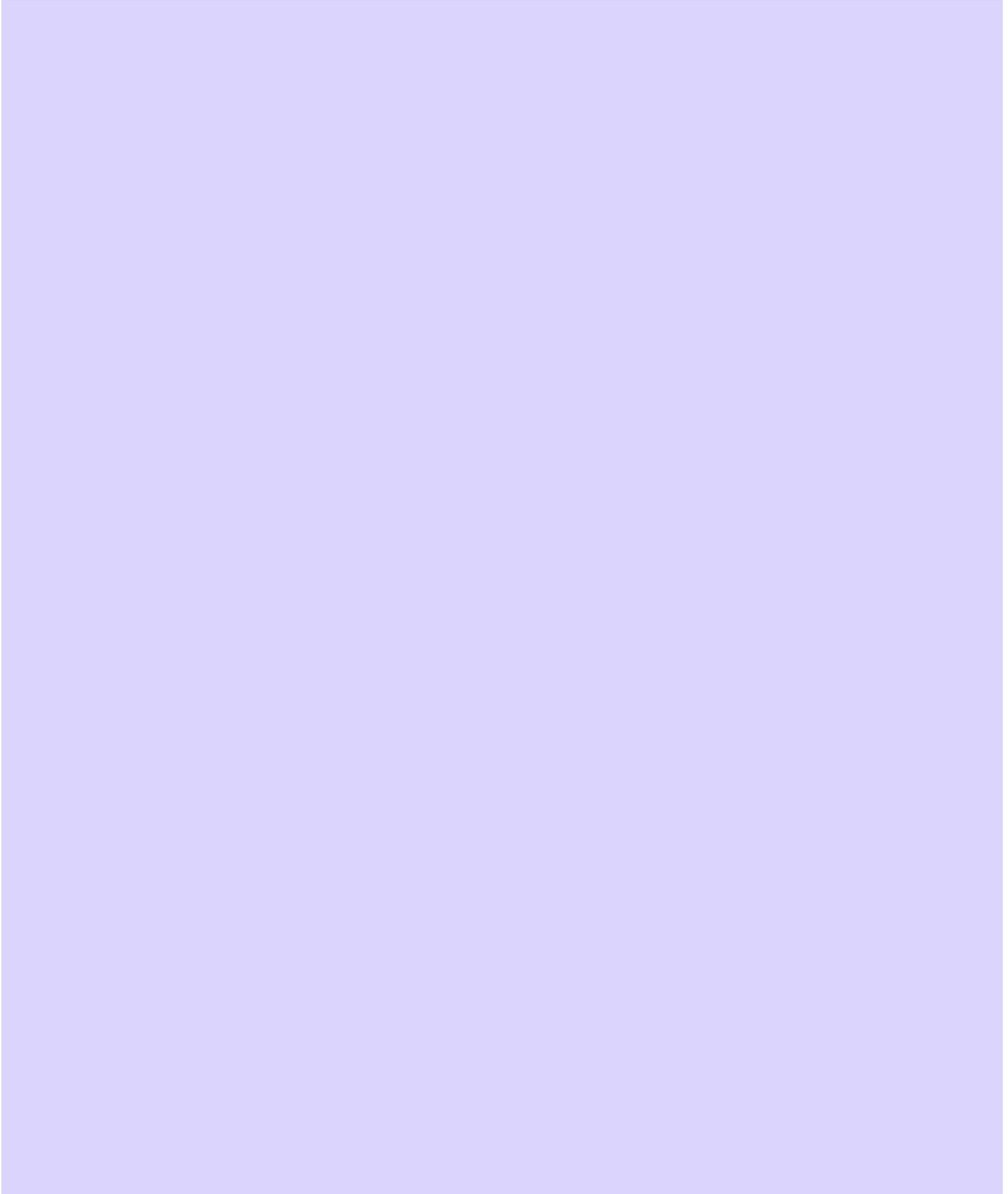
- 1) Ask the groups if they know where to get VCT?
- 2) Ask the groups to list out what the pros & cons of testing are for themselves?



**Individual Summary**

**Closing Prayer**

# NOTES



# Session 8: Knowledge is Power

Prayer

Pledge (Theme)

Co-Counseling

## Activity Sequence and Time Allocation

- 1) Homework Report Back (15 min)
- 2) VCT demo (10 min)
- 3) Visualization Exercises (25 minutes)
- 4) Disclosure (20 min)
- 5) Homework instructions (5 min)

### Activity 1: Homework Report Back (15 minutes)

#### Goals:

- 1) To emphasize the importance of testing.
- 2) To assist women in identifying the helpful aspects of testing.

#### Materials:

- Prepared chart with advantages of testing.
- Prepared chart with names of all clinics offering VCT in the area

#### Process:

- 1) Read out the advantages of testing.
- Explain what **Knowledge is Power** means.

### **Facilitator's Notes:**

- When discussing nutrition emphasize overall self-care in addition to healthy eating. (Rest, exercise, spiritual support).
- End by reviewing prepared chart with list of all VCT clinics.

### **Advantages to Testing:**

- 1) Possibility of a negative result
- 2) You can protect yourself
- 3) Will be able to balance diet & life
- 4) Plan for the future
- 5) You can be a role model for others

## **Activity 2: VCT Demo (15 minutes)**

### **Goals:**

- 1) To understand what "VCT" is about.
- 2) To introduce the rapid test to participants

### **Materials:**

- Old Rapid Tests (1 + and 1 – result per group).
- 1 Testing kit (lancet, etc).
- Chart with enlarged picture of Rapid test (+ and -) drawn

### **Process:**

- 1) Begin by passing 2 tests (+/-) to each group.
- 2) Write "VCT" in big letters on a chart. Explain what each letter stands for:
  - V = Voluntary - stress that testing is always voluntary. No one is ever forced to get tested.
  - C = Counseling – All nurses have been trained and certified to give pre and post test counseling. Results are strictly confidential (explain what this means)
  - T = Testing – tests are free and give results in only 15 minutes
- 3) Using big VCT Chart and lancet/testing fluid explain in simple terms how test works
  - Tests for antibody (something in the blood)
  - Only tells you whether + or – (not when you were infected or by whom)
  - 2 stripes means positive, 1 stripe means negative
- 4) Read out all the local VCT sites.

### **Facilitator's Notes:**

- Make sure participants understand that the tests are samples and we are not here today to test them.
- Clarify what HIV+ means and what HIV– means.
- Emphasize that positive results means you have the virus not AIDS
- Discuss that C = pre-test counseling.
- Emphasize that it is : **Fast** (15 minutes), **Accurate**, **Accessible**, **Free** doesn't say when or from whom infected.

## **Activity 3: Visualization Exercise (20 minutes)**

### Goals:

- 1) To address pros of VCT raised in homework report back
- 2) To realize at a very personal level that HIV is real, and that we are all at risk.

### Process:

- 1) Ask participants to get comfortable sitting, relax and take a deep breath. (Stretch if necessary) (Repeat deep breath x3, count with them).
- 2) Ask participants to close their eyes. (Explain why)

### **Visualization #1:**

Imagine that you are on your way home after attending this workshop. You approach your house, your neighbor greets you. You enter your yard, there is no-one there to greet you. You enter your home, your child is sitting in the lounge, you are used to her greeting you and taking your bag. You greet her but she does not respond, you ask her what is wrong, but she remains silent. You ask her again, she starts crying, finally she tells you that after you had left for the workshop she went to the clinic and volunteered to do an HIV test. She tells you she tested positive.

### **Visualization #2:**

Imagine you are watching your small children playing. A member of your family, who does not live with you, arrives at your home. They greet you and you remain silent, they ask you why you are so quiet. You start to cry, they continue asking you what the problem is, but you just cry harder. Finally you tell them you have tested positive for HIV.

- 3) Ask participants to open their eyes. Ask them these questions:
  - a) How do you feel?
  - b) How do you want people to treat her/you?
  - c) Are you going to tell anyone?
  - d) How will your family/partner/friends/neighbors react?
  - e) How are you going to cope?
- 4) Explore feelings reactions to the two scenarios.
- 5) Facilitators should ask questions if group is having difficulty bringing questions.

## **Activity 4: Disclosure Session (20 minutes)**

### Goals:

- 1) Help participants to understand that anyone can be infected with HIV.
- 2) Encourage participants to ask questions they have about HIV/AIDs.

### Materials:

- 1) Water & tissue for person disclosing.
- 2) One team member must be designated to give support to discloser if necessary.

### Process:

- 1) Have discloser sit comfortably in front of the group.
- 2) Discloser briefly outlines their story of finding out they are HIV+.
- 3) Open up the discussion to questions from participants.

## **Summary of Session 8:**

- 1) Now we are all aware of where we can be tested locally.
- 2) Today, we discussed the positive and negative aspects of knowing your status/testing.
- 3) We looked at the test itself.
- 4) We know that testing is: fast (15-20 minutes), confidential, accurate, free.
- 5) Through visualization exercise, we have considered consequences of testing positive.
- 6) Next session, we'll talk about how we can communicate with our partners and kids about HIV/AIDS.

## **Activity 5: Homework (5 minutes)**

### Process:

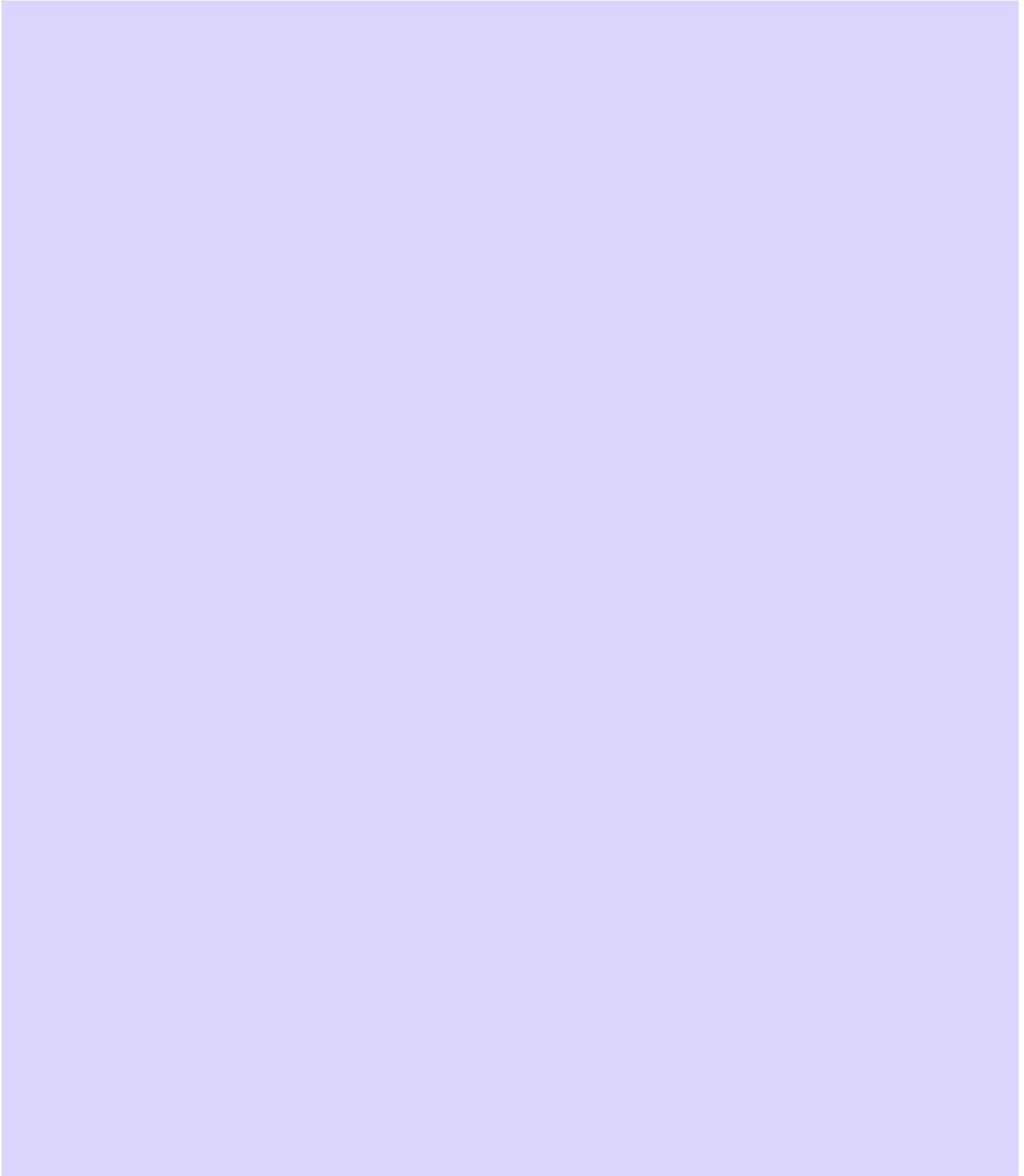
- 1) Ask women to reflect on today , and to think about what they think is their biggest obstacle to preventing HIV infection.



**Individual Summary**

**Closing Prayer**

# NOTES



# Session 9: Empowering Change

Prayer

Pledge (Theme)

Co-Counseling

## Activity Sequence and Time Allocation

- 1) Homework Report Back (15 min)
- 2) 2 Role Plays and Discussion (40 min)
- 3) Homework instructions (5 min)

### Activity 1: Homework Report Back (15 min)

#### Goals:

- 1) To set the tone for today's role plays by reflecting on what are the real obstacles (and fears) to changing behavior relating to sex, and talking about sex

Materials: Flip chart with the homework questions from last time

#### Process:

- 1) Ask assigned groups to report back on the following questions and
- 2) Have groups write responses underneath:
  - a) What is the biggest obstacle to talking to your **children** about sex, and about HIV?
  - b) What is the biggest obstacle to talking to your **partner** about sex, and about HIV?

#### Facilitator's Notes:

- **Probe** by asking: **why** is this such an obstacle? (explore feelings it raises – embarrassment, discomfort, etc)
- Ask how do you think the other person would respond e.g.) child – might laugh, or ignore your advice. Husband – might accuse of being unfaithful, might get angry
- **Link** to next activity by explaining that we are going to explore these issues further through dramas.
- Make a link with the dos & don'ts exercise
- Follow-up the role plays with the obstacles mentioned.

## **Activity 2: Role Plays (40 minutes)**

### Goals:

- 1) To explore why speaking to others about sex and HIV is difficult
- 2) Through role play, to actually practice doing this
- 3) To learn if there are some women who have had success in doing this, and to share their lessons

Materials: None

### Process:

Each role play should be brief (less than 5 min) followed by 5 min of discussion. (10 min. per role play). This leaves 10 minutes at the end of all the role plays to summarize and link them up.

- 1) Demonstrate the role play with a co-facilitator, emphasizing a negative response
- 2) Ask the group if they agreed with the approach used by the woman.
- 3) Ask volunteers to do the role play a second time emphasizing a more positive response.
- 4) End by summarizing and linking the 2 role plays.

## **Role Play 1: Negotiating safer sex with your partner.**

(Actor 1 = SEF woman; Actor 2 = her husband)

*You are a SEF woman, who has just attended a workshop on HIV. Your husband has just returned from Johannesburg where he works. You suspect that he has other partners in Johannesburg. You want to tell him about the workshop, and to begin talking about using condoms.*

### Key Questions/Prompts: (For Discussion in group)

- What did you notice about the woman's approach? What did she do well? What could she have done better? (timing of the conversation, language, etc.)
- What are different options for women who know that their partner has other partners? (use condoms together, ask partner to use condoms with others, ask that he stop having other partners, leave the relationship...)
- Has anyone had any success trying to speak to a partner about HIV or condoms?

## **Role Play 2: Speaking to your son about HIV**

(Actor 1 = SEF woman; Actor 2 = her son who is 15 years old)

You are concerned about your 15 year old son, who you know is starting to get interested in girls. He often stays out late at night with his friends, and you are worried about his risk of HIV.

Key Questions/Prompts: (For Discussion in group)

- What were the obstacles of talking with a young man?
- How was it easy?
- How do youth tend to respond when an adult "tells them what to do"? Are there other ways to approach this, besides judging the youth's behaviour?
- What are the pressures that young people face these days?
- Has anyone had any success in trying to speak to a young person about HIV? What did they do?

### **Facilitator's Notes:**

- End this session by emphasizing lessons learned from the women themselves during the role plays.
- Go back to the homework report back (fears and obstacles to changing behavior). What do they risk by changing? What do they risk by NOT changing? (HIV infection)
- Ask the actors to reinforce gender stereotypes-creating problems to discuss.
- If the actors portray an easy-going husband or son, ask the group, "Is this what normally happens?"
- Focus the discussion on the behavior of the woman and not the male role, the emphasis is on the change that women can make.

### Summary of Session 9:

- 1) Today we talked about difficulties that we have talking to our partners and children about HIV/AIDS.
- 2) We also practiced talking to our family members by doing role plays
- 3) Through the role plays we shared strategies and techniques to use for better communication in our households.
- 4) In the next session, we will look at ways that we can make changes in our lives that will help us to be more protected from HIV/AIDS.



### Activity 3: Homework (5 minutes)

#### Process:

- 1) Choose 1 group. Ask each woman in the group to try speaking to **one person** (a child, friend, partner) about HIV and to tell us how it goes next time.
- 2) Begin thinking about what they can do (as women, as mothers, as community members) to reduce vulnerability to HIV.

**Individual Summary**

**Closing Prayer**

# NOTES



# Session 10: Way Forward

Prayer

Pledge (Theme)

Co-Counseling

## **Activity Sequence and Time Allocation**

- 1) Homework report back (5 minutes)
- 2) Review of previous sessions (10 minutes)
- 3) What can we change? What can't we? (30 minutes)
- 4) Closing Ceremony & Candle Lighting (15 minutes)

### **Activity 1: Homework Report back (5 minutes)**

#### Goals:

- 1) Share experiences in talking about HIV/AIDS.

Materials: Flipchart, paper and pens.

#### Process:

- 1) Have each group report back on experience talking to someone about HIV/AIDS.
- 2) Broaden discussion to include what else we can do.

### **Activity 2: Review of Previous Sessions (10 minutes)**

#### Goals:

- 1) To review, link, and summarize what has been covered to date.
- 2) To allow women to comment, ask any remaining questions, and appreciate their progress

Materials: Flipcharts from all previous sessions lined up on the wall.

#### Process:

- 1) Facilitator reviews each flipchart and recalls the main points.
- 2) Facilitator illustrates the **new skills** they have learned: communication supporting each other, public speaking, co-counseling, problem solving .
- 3) After reviewing all sessions, facilitator asks if there are any questions or comments about what we have covered .
- 4) Facilitator ends by congratulating participants on how much they have contributed and learned.

### **Activity 3: What we can change? What can't we change (30 minutes)**

#### Goals:

- 1) To reflect on **realistic** next steps based on what has been learned in the 10 sessions.
- 2) To commit to personal change.

Materials: none

#### Process:

- 1) Have participants sit in a large circle, facilitator writes key points on flip chart and makes comments. There should be 2 columns: " can change" and "cannot change".
- 2) Ask group to think about all the things we have learned in the 10 sessions and what kind of changes we can make in our lives.
- 3) Ask each woman to reflect on one thing she thinks she can change and one thing she cannot.
- 4) Ask participants to make small, less-risky promises that can go toward the overall goal of protecting yourself from HIV. Maybe what someone can say that they will just *ask* their partner to use a condom for the first time.
- 5) End by acknowledging the reality of things they cannot change, but reminding them that change is step by step, and today they have taken an important first step by promising to themselves they will change one thing.

#### **Facilitator's Notes:**

- Look at the obstacles on women's sense of self as well as collectively finding ways to address them.
- Make sure to have flipcharts numbered and in order for this session so that participants can see the flow of the sessions.
- Keep a broad focus, don't just focus on condoms.
- Include topics from Session 2 (24 hours) about sharing the house - - work or raising of children differently, or being a different kind of mother-in-law.

### **Facilitator's Notes Continued:**

- Whatever they decide, ask them to think about it carefully - because when they say it to the group, it becomes a promise to themselves that they must really try.
- Emphasize to the women that we want to be honest and realistic - don't say "I'm going to use condoms every time now." unless you really believe you are going to do this.
- Don't write everything down, don't record repeats.
- Probe, make sure the "can change" is real. Probe the "cannot change" and ask "why can't you change this?"

### **Activity 4: Closing Ceremony & Candle Lighting (15 minutes)**

#### Goals:

- 1) To inform them of what happens in the next cycle.
- 2) To celebrate what they can change.
- 3) To thank them for participation.

Materials: Candle and matches

#### Process:

- 1) Explain about the break between this cycle and the next, and how we will resume.
- 2) Arrange a time when we will meet away from the center meetings to talk about what they would like to see happen in the next cycle, and to give us honest feedback about the first cycle.
- 3) Stand in a circle with the candle in the center and choose one person (e.g. chairperson) to light the candle.
- 4) Summarize some of the things that they have said they can change, and reflect on these.
- 5) Celebrate that they have made a promise to themselves - no one will be monitoring what they do next except themselves, and no one needs to - because it is a solemn thing to make a promise to oneself.
- 6) Thank them for what they have also taught you in these months.

**Individual Summary**

**Closing Prayer/Song**



## NOTES

A large, empty rectangular area with a light purple background, intended for taking notes.