

A Young People's Toolkit On Issues Connected To Gender-Based Violence

Raising Awareness On Roles & Responsibilities In Relationships



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Foreword

The Royal Government of Cambodia (RGC) has set the elimination of gender-based violence as a core development target. The Cambodian Millennium Development Goals include, as goal 3 **“Promoting gender equity and women empowerment”**. The eighth sub-target aims at **“Reducing all forms of violence against women and children”**. The Ministry of Women’s Affairs is working to successfully achieve these goals.

The Ministry of Women’s Affairs believes that raising awareness is a key strategy for eliminating gender-based violence. We fight gender-based violence through involving women and men. We recognise the roles women and men play in reducing gender-based violence are important. We also don’t forget young people who have important roles to play in contributing to the reduction of all forms of violence as they are the best resource for promoting both their own, and their peers’ development. Then young people have the opportunity to prepare themselves to become good role models both in the present and the future.

We understand that the United Nation’s Convention on the Rights of the Child (UNCRC) values children as citizens and active actors. UNCRC encourages the state parties to provide opportunities to children to practice their rights in a meaningful way. Through UNCRC, adults have the responsibility to create an environment in which children can participate meaningfully and to support children’s participation in activities that are constructive and have a positive impact on their lives and development.

Training courses and resources for young people need to raise awareness of their rights and responsibilities and also enable them to invest in positive change. They must also relate appropriately, by taking into consideration the traditional expectations of boys and girls in Cambodian society, identify and utilise effective methodologies for connecting with young people, triggering understanding of themselves, their personalities and their potential.

In this context, I would like to give full support to this **“A Young People’s Toolkit on Issues Connected to Gender-Based Violence – Raising Awareness on Roles and Responsibilities in Relationships”**. I strongly believe that this manual will become a valuable contribution to reducing gender-based violence and promoting gender equality in Cambodia.

On this occasion, I would like to express my profound thanks to the leaders and officials of the Ministry of Women’s Affairs, the officials of the Germany Technical Cooperation’s Project Promoting Women’s Rights and GTZ Convention Project “Protection of Minors against Sexual Exploitation” for making sure this toolkit happened.

Phnom Penh, March 2010



DR. ING KANTHA PHAVI
Minister of Women's Affairs

Foreword

The Project Promoting Women's Rights implemented by the Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH, funded by the German Federal Ministry for Economic Cooperation and Development (BMZ), has devoted many years to cooperating with the Ministry of Women's Affairs and other development partners to promote women's rights and combat domestic violence and the sexual abuse of both women and children.

Young people told us about both the direct and indirect violence that they and others experienced in their homes and communities, about conflicts in their families, their desire to have their rights and views acknowledged more in the family and to find solutions to conflict in their families through greater communication, understanding and forgiveness. They talked about sexual abuse, girls being forced to marry, pornography, alcohol and drug misuse. They said they wanted to know more violence and why it happens, gender and gender roles, sexual relationships and sexual abuse, alcohol and drugs.

Approaches to combat gender-based violence must address young people, a crucial target group, since they are important agents of social change. Young people need the opportunity to learn, to think critically, to practice and to decide what behaviours to use in their relationship with family, adults, peers and partners. Our experience indicates a lack of tools, skills and confidence among many adults for engaging with young people, particularly with boys and young men.

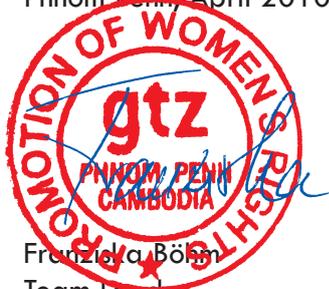
A Young People's Toolkit on Issues Connected to Gender-Based Violence – Raising Awareness on Roles and Responsibilities in Relationships – is an easy to use, flexible and accessible toolkit for use with young people aged 15 -18 years, related to gender-based violence. It's methodology recognises young people as important actors rather than passive bystanders in their own lives, and by promoting child rights and participatory methods, it places them at the centre of its development. It consists of a range of tools and activities that are designed to raise awareness amongst young people on issues connected to gender-based violence, specifically: child rights; culture, gender inequalities; sexual relationships, sexual violence and exploitation; relationships in the family and domestic violence; alcohol and drug use. The toolkit helps young people acquire some of the knowledge and skills they need to protect themselves; and make the transition from childhood to adulthood easier to negotiate. It helps young people build self confidence.

The content, methods, tools and activities of this toolkit are a result of research we carried out – talking to NGOs and stakeholders, reading resources and research documents and carrying out focus group discussions with young people in an effort to identify key problems and needs and to explore existing solutions and successful methodologies. The development process also included piloting some sessions with young people and discussing issues of content and process in a workshop with Ministry of Women's Affairs.

We strongly believe that this toolkit will play an important role to encourage young people to reflect critically upon the world in which they live and their own experiences and to apply that learning to their life and relationships and encourage young people to become informal advocates of positive, non-violent relationships with family, friends and sexual partners.

I would like to express my sincere thanks to the Ministry of Women's Affairs for its cooperation and continued support, to all young people for their input to the contents of the toolkit, to NGO partners for sharing resources and ideas and to the consultants and GTZ's Young People's Toolkit team for spending months developing this toolkit. Last but not least, I would like to sincerely thank the GTZ Convention Project "Protection of Minors Against Sexual Exploitation" for co-financing the development of this toolkit.

Phnom Penh, April 2010



A blue ink signature, likely of Franziska Böhm, written in a cursive style.

Franziska Böhm
Team Leader

GTZ Project Promoting Women's Rights

Acknowledgements

This toolkit for young people was developed through a programme called the “Promotion of Women’s Rights” (PWR) implemented by the Deutsche Gesellschaft Für Technische Zusammenarbeit (German Technical Cooperation - GTZ) in co-operation with the Ministry of Women’s Affairs (MoWA) of the Royal Government of Cambodia (RGC). The programme was funded by the German Federal Ministry for Economic Cooperation and Development (BMZ). Additional funds were provided under another GTZ project called the “Protection of Minors Against Sexual Exploitation”.

In 2008 and 2009, members of the GTZ PWR training team and two consultants carried out research through focus group discussions with young people, then designed and wrote the manual and other relevant tools, piloted them and then re-wrote the toolkit. The toolkit team members were Lok Solinda, Long Vibol and Sen Mostafa from GTZ PWR and Pen Kunthea from the MoWA. The consultant who initiated, designed, co-ordinated partnerships and research and wrote the first drafts of the toolkit is Alastair Hilton. Lucy Carter co-ordinated, piloted and further developed the writing of the toolkit following that piloting throughout 2009.

We are grateful to both Her Excellency (H.E) Minister of Women’s Affairs, Dr. Ing Khantha Phavi, for encouraging her staff from MoWA to work with the toolkit team throughout the long process of its development and to H.E Sy Define for her constant support and interest in the toolkit project. Also thanks to H.E Khieu Serey Vuthea, Keth Mardy, Yen Sarath, Pen Kunthea, Prum Soben, Pok Saren, Pen Chea, Sam Visal, Pun Chanrak, Yin Iwiliss, Maly Socheata, Sar Sineth and Hun Thahom from the MoWA for all their work checking the Khmer version of the toolkit.

Many partner organisations and their staff contributed to the toolkit’s development in many different ways. We appreciate all the effort, time and interest they have all given to the toolkit.

The partners who helped us arrange and hold the focus group discussions – the results of which were the basis of the toolkit - are: Child Assistance for Mobilisation and Participation (CAMP); CARE Cambodia; Family Health International (FHI) and their local partner Khemera; World Education and their local partner schools; World Vision Cambodia (WVC) (children’s clubs) and Youth Star.

The seven partners who helped us arrange workshops to pilot the first draft of the toolkit in four provinces in February and March 2009 are: Ba Phnom District Education Department for Chour Kach Ba Phnom School in Prey Veng; CAMP’s project with young people in Kompong Speu; CARE’s peer educator project in Kandal; FHI and their local partner Khemera’s youth group in Kompong Cham; Mlop Tapang’s “Happy Bird” group in Kompong Som; World Education and their local partner, Kor School in Kompong Cham (a school which is taking part in the United Nations Children’s Fund (UNICEF) supported Ministry of Education, Youth and Sports’ (MoEYS) child friendly school programme) and WVC’s youth club in Kandal Steung. Many staff from these organisations provided us with useful feedback based on the pilot workshops. Also

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Many people and organisations contributed to the development of chapter 6, “Real People, Real Lives.” Thanks to Srey Poew, Neang Makara and Samuel Schweingruber for their inspiring interviews about girls playing soccer for the “Provincial Team Of Battambang.” Likewise thanks to Yob Nom for her moving interview about overcoming discrimination to become a successful athlete. The Messenger Band kindly allowed us to use two of their wonderful songs about gender equality. Thanks to Alastair Hilton for giving GTZ PWR access to the text of the interview with the un-named young man who spoke out about being the survivor of sexual abuse during the research for “I Thought It Could Never Happen To Boys”, which was published by WVC and Hagar and carried out by a team of researchers from Social Services Cambodia (SSC). Thanks also to Phon Puthborey who read that interview so expressively for the audio recording. Mlop Tapang have generously allowed us to include their digital versatile disc (DVD) developed with the young people they work with, on child protection “Please Stop & Think”. The AsiaLife Guide and The Phnom Penh Post provided inspiration for some of the sessions in chapter 6 and let us use their photographs.

A local non-governmental organisation (NGO) People’s Health Development Association (PHD) worked with GTZ PWR to develop the men against rape posters, creating slogans and taking part in a photo shoot from which the posters were developed. Many thanks to PHD’s director, Ou Ratanak and to the young women and men students who joined the workshops and the photo shoot. Thanks to Virginie Noel who took the photographs for the posters. CAMP and Khemera - two local NGOs - helped us pilot the posters with young people from their children’s clubs in Kompong Speu. Finally, thanks to Men Can Stop Rape, United States of America (USA) for the inspiration they provided to develop similar posters to their own, here in Cambodia.

Other organisations generously allowed us to make use of and adapt their own training materials, toolkits or ideas. These include: CARE Cambodia’s “Playing Safe, Reproductive Health Training Manual For Working With Young Men,” by Mia Jordanwood; FHI’s “Parenting Club Curriculum,” written by Katherine Owen; FHI’s youth club curriculum “Taking Care Of Myself” on reproductive health; International HIV/AIDS Alliance toolkit “Keep The Best, Change The Rest”; WVC’s “Peace Road For Children,” by Bill Forbes, Minh Lim, Liz Mackinlay, Chann Sitha Mark and Chanbora Tep.

Long Vibol translated the toolkit to the Khmer language with the help of Khull Sovanrith and Soeng Dyna. Other team members and Heang Khaylay checked the translation.

Am Reaksmei provided the drawings. Sue Fox proofread and edited the English language version of the toolkit. Boonruang Song-Ngam did the layout for both the English and the Khmer versions.

SSC kindly contributed time and office space for the GTZ PWR toolkit team to meet.

Jane Martin provided numerous resources, support and inspiration at the very beginning of the process.

None of this would have been possible without the enthusiasm and engagement of the many hundreds of young people who joined focus groups discussions and workshops. Many thanks to them!

Acronyms & Abbreviations

ADHOC	The Cambodian Human Rights & Development Association
BMZ	Bundesministerium Für Wirtschaftliche Zusammenarbeit (German Federal Ministry For Economic Development Co-operation)
CAMP	Child Assistance For Mobilisation & Participation
CRC	The Convention On The Rights Of The Child
DVD	Digital Versatile Disc
DFID	Department For International Development
EU	European Union
FHI	Family Health International
GAD	Gender & Development
GTZ	Deutsche Gesellschaft Für Technische Zusammenarbeit (German Technical Co-Operation)
HE	Her/His Excellency
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
LICADHO	Cambodian League For The Promotion & Defence Of Human Rights
MoEYS	Ministry Of Education, Youth & Sports
MoWA	Ministry Of Women's Affairs
MSM	Men Who Have Sex With Men
NGO	Non-Governmental Organisation
PADV	Project Against Domestic Violence
PHD	People's Health Development Association
PWR	Promotion Of Women's Rights
RGC	Royal Government Of Cambodia
RH	Reproductive Health
RHAC	Reproductive Health Association Of Cambodia
SALT	Sport & Leadership Team
SSC	Social Services Cambodia
STI	Sexually Transmitted Infection
TB	Tuberculosis
TPO	Transcultural Psychosocial Organisation
TV	Television
UN	United Nations
UNESCO	United Nations Educational, Scientific & Cultural Organisation
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
USA	United States Of America
WHO	World Health Organisation
WVC	World Vision Cambodia
YPT	Young People's Toolkit

Introduction

1. TOOLKIT OBJECTIVES

- To raise awareness amongst young people on issues connected to gender-based violence, specifically: child rights; culture and gender inequalities; sexual relationships; sexual violence and exploitation; relationships in the family and domestic violence; alcohol and drug use.
- To encourage young people to reflect critically upon the world in which they live and their own experiences and to apply that learning to their life and relationships.
- To help young people acquire some of the knowledge and skills they need to protect themselves and make the transition from childhood to adulthood easier to negotiate.
- To help young people build self-confidence.
- To encourage young people to become informal advocates of positive, non-violent relationships with family, friends and sexual partners.

2. WHO IS THE TOOLKIT FOR?

It has been designed for facilitators and staff who work with young people in a variety of organisations. The toolkit is intended to be used with young people who are entering adulthood between 15 and 18 years of age. It could also be appropriate for those slightly older too – between 18 and 25 years of age.

3. HISTORY OF TOOLKIT DEVELOPMENT

In 2008, GTZ and the MoWA carried out twelve focus group discussions in which they asked nearly 170 young people - more than 50% of whom were girls - between the ages of 11 and 25, from three different provinces what issues and events concerned them in their daily lives, what ideas they had about solving their problems and what kind of issues they wanted to know more about.

The young people talked about violence that they and others had experienced in their homes and communities, about conflicts in their families, their desire to have their rights and views acknowledged more in the family and to find solutions to conflict in their families through greater communication, understanding and forgiveness. They talked about sexual abuse, girls being forced to marry, pornography, alcohol and drug use. They said they wanted to know more about violence and why it happens, gender and gender roles, sexual relationships and sexual abuse, alcohol and drugs.

All these topics are now covered in this toolkit.

4. TOOLKIT BELIEFS & VALUES

There are several underlying messages or themes running through the toolkit. Some of these are described below. In order to make the toolkit easier you need to feel sympathy for these values.

- Young people are naturally clever. They can learn and think for themselves. They can take positive actions for their own lives, for their friends and families and for society.
- Children and young people have a right to protection, to development and to participation (three of the four “baskets”¹ of rights which the toolkit focuses on).
- Women have equal human rights to men and should not be discriminated against through violence in the family or through sexual violence or by default because society blames the victims and does not hold the perpetrators responsible.
- Children and young people have equal human rights to adults and should not be discriminated against through violence they suffer in the family or through sexual violence or by default, because society does not hold their abusers responsible.
- It is not acceptable for men and for adults to exploit for their own benefit the greater power society gives them than women and children.
- Sexual abuse means sex that is undertaken without true consent or sex with a child (under 18 years of age). There is no excuse for sexual abuse or exploitation.
- Young people will benefit from open discussion about sexual relationships and values and through receiving accurate information about sex. Lack of communication and information about sexual relationships contributes to problems like sexual abuse and sexually transmitted infections (STIs).
- Knowing ourselves and understanding our own and other people’s feelings and points of view and listening carefully and speaking openly is essential for participants to develop, for facilitators to facilitate effectively and for participants and facilitators to know how to take care of each other.
- We can all learn more through keeping an open mind, by self-reflection and discussion, by listening to feedback from others and by acquiring new information by reading books, newspapers, reports and websites.

5. WHAT’S IN THE YPT?

The toolkit contains:

- The toolkit manual.
- “Our Strength Is Not For Hurting” - a series of posters advocating that men and boys can take action against sexual abuse.
- A booklet of energetic and fun games.
- A disc of audio recordings of songs and interviews to accompany sessions in chapter 6 of the manual, “Real People, Real Lives”.

¹ The Convention on the Rights of the Child (CRC) consists of four “baskets” of rights: survival, protection, development & participation.

- “Please Stop & Think”- a DVD on child self-protection from sexual abuse and exploitation.
- A disc of the YPT manual and materials.
- Moun Mara’s song on drug addiction for session 8, chapter 5.

The toolkit manual is divided into: the Introduction, a section on Monitoring and Evaluation plus six different chapters: Foundation; Culture & Gender; Families & Relationships; Sexual Relationships; Alcohol & Drugs; & Real People, Real Lives.

Each chapter starts with an introduction explaining what topics the chapter covers and the main aims of that chapter. Each chapter contains sessions which take between one and two hours to facilitate. The toolkit manual contains 56 sessions in total. Sessions contain information for the facilitators on:

- The purpose of the session.
- The resources needed to facilitate that session.
- The time needed to facilitate the session.
- Notes to help facilitators work more effectively.
- A step by step description of what to do in each session.
- Resource sheets of which there are two different kinds: some can be photocopied and handed out to participants or used as materials in the session and others provide more detailed information on one aspect of the session to help guide the facilitator.
- “Ideas Into Action”: some sessions include activities related to the sessions that participants can do with their families or communities after the workshop.

6. HOW TO USE THE TOOLKIT

6.1 PARTNERSHIPS WITH YOUNG PEOPLE & ORGANISATIONS THAT WORK WITH THEM

Deciding which young people to work with:

It is usually easier to work regularly with young people who either already belong to a group (such as a youth group) or who are already linked to a particular NGO or institution such as a school.

However, the young people who need the toolkit most of all will be those who are not already connected to an organisation and who also may not go to school. To work with these young people you may have to spend time doing “outreach” work in order to find the young people, build a relationship with them, find out what their needs are, introduce the ideas of the toolkit to them and then make plans together to hold toolkit workshops.

Assessing young people’s needs with young people & other stakeholders: working with young people on gender, sex, violence and family relationships raises sensitive and sometimes controversial issues. Build understanding and trust by involving everybody connected to the group of young people you hope to work with in an assessment of

those young people's needs and in planning how to use the toolkit to meet those needs. Those involved might include parents, teachers and school directors, local authorities and village chiefs, staff and managers from local organisations and any partner organisations you work with. It should also include the young people themselves. Young people are very good at telling you what they need, if you give them a safe and accessible environment in which to share their ideas. Base your choices for which of the toolkit topics you will focus on, on the results of this needs assessment.

Work with key stakeholders has to be ongoing and not just a "one-off" event. They need to be regularly informed of the progress of your work with young people using the toolkit. Invite some partners to observe a workshop and give feedback (always explain who any visitor or observer is to workshop participants and what they are doing there).

Building relationships with allies: allies are people, groups and institutions who are also concerned to work with young people and/or want to create social change around some of these issues of gender, child rights and participation, family relationships, violence and sexuality. Some examples are NGOs and local authorities (e.g. MoEYS has programmes to introduce social skills courses to some of its schools). This will involve explaining to them what your work is about and identifying common interests; talking about how you can work together and making arrangements to maintain regular communication.

Making toolkit workshops really accessible to young people: arrange to carry out a series of toolkit workshops at days, times and a place that are appropriate and easy and safe for young people to attend.

Participants may need food, help with transportation costs or other incentives to travel to the site and spend time away from other activities, particularly if they also work to contribute to the family income. However, before doing so you should check with other organisations working in the area to discuss a common approach to incentives, so that you do not harm existing agreements and relationships.

6.2 PLANNING TOOLKIT WORKSHOPS

Planning maximum impact of the toolkit on young people's lives:

in order to engage with young people and help them change their lives through the toolkit, it is necessary to work with the same group of young people over a period of time. The toolkit suits ongoing work with community groups over a period of several months. Regular and long contact leads to

- **Close and trusting relationships between participants and facilitators.**
- **Deep understanding of the toolkit's themes & values built step by step:** if you were to start learning English you would not jump into a session in the middle of the third book. You would have to start at the beginning and work through all (or most)

of the sessions. The toolkit is similar. For example, young people need to know about the topics covered in chapter 1 (self-awareness and awareness of how to build relationships) and chapter 2 (reflection on traditional ideas about gender) and on the first part of chapter 4 (understanding what sexual relationships are broadly and how to have a loving, equal relationship) in order to understand later sessions on sexual abuse.

- **Formula for selecting chapters & sessions for your series of toolkit workshops:** this toolkit works best if it is used in the order that it is presented – going through all the chapters from 1 to 6 to explore all of the issues.
 - It is necessary to always first build up understanding about trust, self-awareness, relationships with others and open communication and listening, how to deal with difficult feelings, children's rights and responsibilities (in chapter 1) and critical reflection on traditional views of gender differences and relationships between parents and children (in chapter 2). These topics are a necessary foundation for exploring the topics in chapters 3, 4, 5 and 6 on family and violence, sexual relationships, alcohol and drugs and real people, real lives.
 - Additionally in chapter 3, it is necessary for participants to experience the topics about dealing positively with family conflicts before learning more about domestic violence. Similarly in chapter 4, participants need to experience the discussions thinking broadly about sexual relationships and how to have loving, equal sexual relationships before exploring the distressing topics of sexual abuse.

Decide what the objectives of the workshops will be for this group of young people, which chapters & sessions you will use to meet those objectives, how long it will take to deliver them all & when you will hold the workshops.

- **Organising your series of toolkit workshops:**
 - Agree objectives for the workshops based on toolkit objectives (see above) and the results of the needs assessment of the young people involved.
 - Agree which topics and tools you will focus on.
 - How many months will you need to meet and how often during that time? For example, if you meet for thirty weeks at half a day each week and cover two sessions in that half-day then you will have time to cover most of the material in the toolkit .
 - Agree the duration of the series of workshops.
 - Agree a regular day(s) to meet and times.
 - Agree who will attend the workshops. Twenty participants is the maximum – too many people means individuals will not get enough attention. Explain you cannot accept new participants once the workshops have started. Each participant needs to have been present right from the beginning.
 - Agree a comfortable venue.
 - Arrange refreshments, lunch and transport for participants and the team.
 - Make sure you have all the documents and materials you will need.
 - Make sure you include all the stakeholders in this decision-making, so that the

decisions taken are appropriate and suit people's real needs, the time they have available etc.

- Communicate ideas and decisions about the toolkit workshops clearly.
- Ask for commitment to the series of toolkit workshops from both partners and participants.

■ **A typical toolkit workshop:**

- Welcome everyone.
- Remind everyone of why the group is meeting, what it is working on and how it has agreed to work.
- Remind the group of ground rules and especially those relating to confidentiality and safety.
- Invite the group to recap on the previous workshop discussions, including the sharing of outcomes from the "Ideas Into Action" task if that is appropriate.
- Share the objectives and topics to be covered in the current workshop.
- Allow time for feedback and questions at the end of the workshop.
- Set a new "Ideas Into Action" task.
- Remind the group of the time, place and content for the next session.
- When the group has left, make time for debriefing and planning with your co-facilitators.

Use the toolkit for one-off meetings to raise interest or awareness: it is also possible to "dip into" this toolkit and select one or more sessions or tools for particular purposes, for example, one-off sessions with youth to raise awareness of issues at meetings, build people's interest in certain topics, assess needs and/or assess their interest in further activities.

6.3 METHODOLOGY: DELIVERING THE TOOLKIT WORKSHOPS

How young people learn & develop:

Human beings have long childhoods. The reason for this is that they have complex brains, which need to develop through meeting many different experiences. So young people are naturally very smart and designed by nature to learn from experience. The toolkit aims to provide young people with the kind of experience that will stimulate learning. The toolkit is not like a traditional school environment where children hear the teacher's ideas and repeat them. We want them to reflect on their own and other people's life experiences and on the new information we give them in the toolkit, to increase their understanding and their capacity to make safe and sensible decisions and lead happy lives.

So facilitators need to notice and care about what young participants think, believe and feel so they can respond to participants needs energetically and appropriately. Young people don't like being talked down to or lectured. However they do need adults' help to participate constructively and to build their self-confidence.

Facilitation skills:

Young people need help from adults to participate, reflect critically and learn from experience and from information that they receive. Facilitators need many skills to help young people to do that:

- **Speak clearly & expressively:** use eye contact. Move around the room. Use humour.
- **Ask open questions to start with:** what, when, who, how, why?
- **Listen in an active way:** pay attention to and try to understand participants as individuals and as a group. Empathise and care about the participants. Notice people's body language and tone of voice. Notice and respond to people's feelings e.g. if you notice someone is excited or nervous say, "it can make us feel excited ... nervous ... when ..." Ask probing questions that gently prompt the person to explain more and think more deeply.
- **Give praise:** notice participants' positive actions, efforts and ideas and reinforce them.
- **Provide plenty of concrete examples:** there are some in the toolkit's written sessions. But you will need to think of more when you prepare.
- **Ask check questions:** so you know whether participants understand what you are saying. Don't ask "do you understand?" People tend to say they do understand even when they don't!
- **Check on pairs & small groups as they work.**
- **Make sure you are well-informed about the topics in your sessions. Be honest about the limitations in your knowledge.**
- **Quiet participants:** people may be quiet for different reasons – because they are shy or just thinking. It is usually a good idea to bring quiet people into the conversation, maybe by asking them direct questions. Some of the activities involve working in small groups and pairs, which gives shy people a chance to speak. Some participants can dominate a conversation, making it difficult for others to speak. If this happens, one technique can be to avoid eye contact with that dominant person and encourage others by looking to them. Other techniques to ensure involvement of all is to ask each group member to say something in turn. Providing time for quiet reflection before asking people to speak also helps some people increase their confidence. Thanking people for their contributions and making comments about how useful their comments are can also help encourage quieter people.
- **Gender & girls:** don't just talk to young people about gender issues in theory, notice any actual gender differences and inequalities that happen in the workshops. If girls are quiet and tend to let boys speak more and lead presentations, notice this, ask participants to notice it too and decide what to do about it. Make sure girls get more opportunities. Use same sex groups so girls can talk together.
- **Working with boys:** some sessions focus on asking boys what boys and men can do to change social attitudes about violence to women and children. Some boys might feel defensive. They might feel they are being unfairly blamed. Facilitators can reduce this tension by showing genuine interest in their opinions, sympathy for any

bad experiences they themselves have had and encouraging them to show their masculine strength, responsibility and honour by fighting against injustice against girls and women.

- **Guiding discussions:** the key tasks of facilitators are to encourage full participation in raising and discussing issues and encouraging expressions of different points of view.
 - Once the discussion is lively, then help participants communicate with each other by referring a participant's question(s) back to the group and asking them to comment on each others' points and ideas. This makes the discussion less directly dependent on the facilitator.
 - The facilitator needs to keep the group focused. S/he needs to find and reinforce the main interesting points that are raised. If the group seems to be losing focus, it may be useful to remind the group of the objectives of the activity and the key issues being looked at.
 - Finally the facilitator should summarise the main points of each discussion and note any action points that may arise.
- **Dealing with difficult behaviour:** when dealing with disruptive behaviour, such as chatting, showing off or domination of discussions by a few individuals: remind the group of the ground rules. It is important to involve the group when asking a disruptive participant to help rather than hinder the work the group is trying to do. If necessary talk with the disruptive participant privately later to gently ask them how they feel and if they are aware of the effect of their behaviour on the group.
- **Responding to harmful points of view:** some participants will have strong views about some of the issues in the toolkit. It is important to welcome disagreement. Disagreement opens up important issues that will help young people reflect and learn as those issues are discussed. However some views strongly reinforce the discriminatory attitudes the toolkit is designed to overcome. It is the role of a facilitator to ensure that those points of view are challenged – ideally by participants themselves but if that does not happen – by one of the facilitators.

A common example of a harmful point of view could be where a person blames a victim of violence. For example, a participant might say: "if a woman or girl is wearing sexy clothes and gets raped, it is her fault". The following is one example of how to respond:

- a. Ask for clarification by saying, "can you tell us why you believe that?"
- b. Seek an alternative point of view, for example by saying, "thank you, we can see that is one opinion, what does the rest of the group think?"
- c. Link the person's opinion to earlier discussions on gender inequality or the negative impact of violence on victims and on society's tendency to blame the victim.
- d. Offer another point of view, "if we believe in human rights then every person has a right to refuse sex they do not want. Whatever a woman does or wears, she has the human right not be raped. The rapist is the only person who is responsible for that act."

Changing deeply held views is not easy – that is one of the reasons the toolkit was developed. Even after the facilitator has used some of these steps it may be unlikely that the person will change their ideas openly. Change might take time. By openly challenging the statement, you have given the person another point of view to think about. Other people will also hear that point of view.

- **Talking about sex:** it's normal for people - facilitators and participants - to feel embarrassed to talk about sexual relationships. However talking about sexual relationships is beneficial for young people and essential if you want to talk about sexual abuse. Here are some recommendations for how to do it well:
 - Prepare by dealing with your own shyness. Talk to friends and colleagues. Practice the sexual relationship sessions together and discuss. Read books and reports about sex and sex education so you get used to ideas and discussions about sex.
 - Be as confident and comfortable as possible when you talk about sex with participants so that you help them feel comfortable too. Don't apologise for talking about sex. Talk with participants about how they feel, why people feel shy (or curious) and how normal that is. Try not to avoid important issues because you feel shy.
 - Use the same language to describe bodies and sexual acts as participants do. Do not use academic or medical words that people will not understand or that make them feel you are talking about something that is not part of their ordinary lives.
 - Be prepared for questions about sexual and reproductive health. Have many reference books to refer to. Learn more from Reproductive Health Association of Cambodia (RHAC), Ministry of Health, and other local organisations that work in that field. Use websites like www.loveandhealth.org. Be honest if you don't know the answers or are not sure. One problem for young people is that they hear a lot of misinformation about sex and sexual relationships. Don't add to this! Check for accurate answers to their questions, then bring the answers back to the next workshop.
- **Using role-plays:** these can be a safe creative way to reveal and share thoughts, feelings and ideas about gender, sex and sexuality and violence. Role-playing demands more than just talking about issues, it involves going deeper into what people think and feel. This is important as our beliefs about gender and sexuality go very deep and are such an important part of who we are as people.

Ways the facilitator can ensure that role-plays are useful & effective include:

- Set everyone in the group a role-play to do – don't leave most participants bored waiting to watch a role-play from one small group.
- Help participants imagine and get inside of their role – imagine the feelings and point of view of the person they are acting.
- Laughing and having fun with role-plays is a good way to relax, but make sure that a role-play does not lose its point by becoming just a comedy.
- Stay aware of both what is happening in the role-play and also how the rest of the group is responding to the role-play.

- “Pause” a role-play when there is an opportunity to discuss a key issue. Then ask questions from the other participants about what is happening at that point, why it is happening and the implications and use these questions to make key learning points. Then let the role-play continue.
- Be aware that role-plays can bring up a lot of emotions for those acting and watching – and be prepared to stop the process if people appear to be upset.
- Make sure that people do not get stuck in the role they have been playing. For example, after the role-play is complete you can ask them to state their real name and a few facts about themselves (where they live, how many people are in their family etc.) – to remind others about who they really are and to separate them from the role they have just been acting.
- **Using drawings:** drawing is a creative way for participants to focus on an issue and express and share their thoughts and feelings about it without having to use words. Facilitators can help encourage people to feel relaxed about drawing. The quality of the drawing does not matter – it is the message behind the drawing that is more important. Make sure you give participants a variety of exciting materials to use - crayons, pens, paints, different colours and different sized paper. Provide old magazines and scissors so that participants can cut them up and re-use the pictures and words.
- **Using “Ideas Into Action”:** these are activities that link with the different sessions and which participants can carry out with their families and communities after the workshops. Some of these involve small scale, simple research - talking to families and friends to find out their opinions or experience related to toolkit topics, or telling families and friends what they have learned at the toolkit workshops. Participants then report back for further discussion at the next workshop. Facilitators and participants can add new “Ideas Into Action” to the toolkit.
- **Games (see the book of games):** use plenty of games to energise and relax participants after long periods of discussion. Break up long sessions with games.

6.4 THE TOOLKIT FACILITATION TEAM

Selecting the right team:

- The facilitation team should include both women and men.
- Facilitators need to:
 - Have a strong commitment to equality and the values that are themes of the toolkit (see point 4 above on toolkit beliefs and values).
 - Have strong group work skills and an ability to build good relationships with the community and young people within it.
 - Have enough time to commit to preparation, facilitation and reflection/evaluation of the work.
 - Be open to learning and be willing to reflect on their own values relating to families, young people, violence, gender and sexuality.

How facilitators can learn:

In order to facilitate the toolkit effectively facilitators need to:

- Reflect on their own feelings, thoughts, attitudes and personal experiences in connection with gender inequalities, the use of violence and force, sexuality, sex education, families, parenting, child rights and learning as the facilitator's feelings, attitudes and beliefs will affect how you do your work.
- The best way to learn to facilitate the toolkit is to experience sessions as a participant first. It is hard for facilitators who have never had any training in many of the toolkit issues themselves to facilitate discussions about those issues with young people effectively.
- Do thorough preparation. Preparation is not just ensuring you have the right documents.
 - The team should set plenty of time aside for preparation together.
 - Read all the sessions to be used for the workshop – not just your own sessions.
 - Read your session(s) and imagine how the steps of the session will work and what kind of issues might come up.
 - Practice the exercises from your sessions yourself or with colleagues or family or friends, so that you can see how they work and what issues arise.
 - Spend time thinking about your own beliefs and assumptions about issues raised in each session you facilitate e.g. pornography, love and respect in marriage, sex education, disciplining of children etc. Discuss these ideas together in the team.
 - Make sure you inform yourself about the topics of the session. For example, read reports that are relevant to domestic violence or sexual abuse or pornography in Cambodia. Use reference books and the Internet – “Google” and “Wikipedia” to learn more about issues such as sex education or men's groups working against violence and rape. Arrange to visit organisations or professionals with special knowledge that you can learn from. Use your colleagues' and consultant's knowledge by asking their opinions and openly discussing different issues together.
- Do thorough evaluation and reflection after workshops.
 - The team should set aside plenty of time to learn by the 'action – learning cycle' method. In this method the team learns and improves by deliberately, critically reflecting on what they have just done, identifying what is okay and carrying on doing it and identifying weaknesses, analysing those and finding ways to overcome them and putting the results into action for the next time.
 - Observe each other facilitating and prepare positive and negative feedback to give colleagues on facilitation. Always be kind and constructively critical. Be honest so that you can all trust and support each other. Take genuine feedback seriously.
- Observe and reflect on the content, process and facilitation of sessions. Use what you learn to improve future sessions.
- Support for each other in the team of facilitators is crucial to discuss ideas and provide each other with accurate feedback.

Dealing with sensitive topics – sexuality:

Some topics may be difficult for team members to talk about – for example, sexual relationships, masturbation, sexual abuse etc. Some may have strong views against sex before marriage, same sex relationships etc. It will be difficult for a team member to facilitate an open discussion with youth if they feel uncomfortable or have such strong views about certain issues.

Remaining open-minded and willing to learn about sexual relationships is essential. See “talking about sex” in the previous section on facilitation skills. Also see point 4 of this introduction about the beliefs and values of the toolkit.

6.5 SAFETY GUIDELINES

Facilitators are responsible for creating a safe and supportive environment for the participants. The sessions in chapter 1 will help you to be able to do this.

Facilitators need to ensure that all participants can share experiences and emotions in a safe environment, therefore:

- Facilitators should introduce the issues of sexuality, sexual abuse and domestic violence with sensitivity in a serious tone of voice. This shows that facilitators take those topics seriously and expect participants to take them seriously. Don't introduce those topics without acknowledging how distressing or sensitive they might be. Acting like this shows sensitivity and respect for victims and participants.
- Create a safe and caring atmosphere by acknowledging and taking care of people's feelings generally and encouraging participants to do this for each other.
- Let participants know that they do not have to talk about their own experiences if they do not wish to do so. We hope to promote active involvement but they have a choice to say as little or as much as they wish about their own lives.
- Make it clear that participants or facilitators should not and are not expected to name other individuals within their community and reveal private and potentially sensitive information about them. It is better to describe a situation such as “I heard about a situation where ...” rather than name that particular person.
- When people share sensitive information about themselves, it is vital that these people are not laughed at, mocked or joked about – either by participants or facilitators. This is disrespectful, can be hurtful and harmful to individuals and make them feel as if they are to blame or that their experiences are not important.
- Facilitators can make sure that the “ground rules” that participants draw up at the start of the series of workshops include rules for taking care of each other, not mocking, listening and for confidentiality. See session 4 in chapter 1.

- Confidentiality: make sure that participants really understand what “confidentiality” means. Participants should not tell people outside the group details of what specific individuals say. Explain to people that it is difficult to enforce confidentiality and therefore participants should be careful about what they share and with whom they share it. It is safer to talk about “people like us” rather than talking about an event as a personal experience.
- Facilitators should act as role-models by taking confidentiality seriously. This means facilitators should not casually talk together after sessions about individuals who have shared sensitive information and always treat what they hear and that person with the utmost respect.
- If facilitators or participants have to talk about real events they should not mention names, families or places by name in order to protect those individuals. All stories should be anonymous.
- If a participant becomes distressed by feelings raised during discussions, one of the facilitators should offer that person an opportunity to take “time out” from the group if they wish and go with them to a more private place to listen and offer them emotional support.

Do not act as if nothing has happened, the person will feel as if they are to blame &/or that their experiences are not serious. If you act as if nothing has happened, all the other participants will get the impression that facilitators do not care about participants when they are distressed.

- If a participant tells you s/he is suffering from abuse of some kind then as well as listening to her story, provide her with information about organisations that might be able to help. Use the information sheet for protection and help from chapter 3 session 10. This should be updated by facilitators in preparation for facilitating chapters 3 and 4. The resource sheet 3 for session 10 explains how to update the information sheet. Don’t pressurise the participant to take action, but if s/he wants to go to an organisation to discuss her problem then help him/her to do that.

If facilitators are not able to demonstrate, agree with & promote these important core values related to safety, then they should not be permitted to take part in facilitating workshop sessions.

Toolkit Monitoring & Evaluation

Introduction To The Toolkit Monitoring & Evaluation

Why monitor & evaluate the toolkit workshops?

- To find out if the toolkit workshops have achieved the objectives set.²
- To find out what has been the impact of the toolkit workshops on the young participants.
- To use the information we will gain from our monitoring and evaluation to improve the quality of future toolkit workshops.

Who are the results of monitoring & evaluation for?

- Young people – because we will provide better training as a result of monitoring and evaluation.
- Facilitators – because they will learn from monitoring and evaluation of their own work and will be able to improve what they do.
- Our organisation and donors – because they will learn what works well and what does not and why.

Four toolkit monitoring & evaluation methods:

The toolkit provides four methods you can use to monitor and evaluate the workshop(s).

You can select some or all of these methods depending on your needs.

Method 1: YPT Workshop Monitoring Sheet.

Method 2: Participants' Evaluation Of Toolkit Workshops.

Method 3: "Do's & Don'ts": Steps To Giving & Receiving Feedback On Facilitation In Your Team.

Method 4: Before & After Questions For Participants.

How to use the monitoring & evaluation methods:

1. Schedule in enough time for each step of each monitoring and evaluation method you decide to use.
2. Decide who will be responsible for implementing the methods of monitoring and evaluation you have decided to use.
3. It is important to put the results of your monitoring and evaluation to good use so:
 - Ensure there is enough time for facilitators to reflect on, analyse and plan how to use the information they discover from monitoring and evaluation of the toolkit workshops.
 - Ensure that your organisation's managers and donors get to hear about the results of the toolkit monitoring and evaluation.
4. Organisations and donors need to take time to listen to and adapt their activities according to what is discovered through monitoring and evaluation of the toolkit workshops.

² See section 1 of the toolkit introduction, "Toolkit Objectives".

Method 1: YPT Workshop Monitoring Sheet

What is it?

This is a method for facilitators to monitor and evaluate the toolkit workshops. The “monitoring sheet” asks the facilitation team questions about what works well and what does not work well for each workshop. The results of other methods of evaluation can also contribute to the information gathered together in this monitoring sheet e.g. the results of participants’ evaluations (see method 2) and of facilitators’ feedback on each other’s facilitation - “Do’s & Don’ts”- (see method 3).

Why use it?

- To assess how well the workshops are reaching their objectives³
- To help facilitators to think critically about the effectiveness of the content, methods and impact of the workshops.
- To identify strengths and build on them.
- To identify difficulties and to find ways to improve the workshops.
- To provide information for a summary report to managers and donors.

Resources needed:

- YPT workshop monitoring sheet.

Time:

- 60 minutes hour for reflection and note-taking after each day’s workshop.
- 120-180 minutes to summarise and write up the monitoring sheet for the whole workshop.
- Regular half- or one-day meetings for the facilitation team to review what they have learned from this and other methods of monitoring and evaluation and plan improvements for future workshops.

Facilitators’ notes:

- Facilitators need to be very open-minded and interested in what happens in the workshop(s) and why.
- Facilitators need to be aware of what goes well in the workshops they have facilitated, so that they can maintain and build on those strengths. They also need to be confident enough to be aware of and discuss any difficulties and weaknesses so that they can learn from these and make the necessary improvements.

³. See section of the toolkit introduction, “Toolkit Objectives”.

How to use it:

1. Decide how often you will complete the monitoring sheet e.g. complete one sheet for every day or one sheet for a series of days making up one complete workshop.
2. The facilitation team can share the responsibility for observing sessions carefully. Before the workshop starts decide who will be responsible for observing each session carefully and who will be responsible for writing up the monitoring sheet for each workshop.
3. Decide when facilitators will meet together to discuss what they have learned from their observations of the sessions to contribute to completion of the monitoring sheet.
4. Read through the monitoring sheet before each workshop so that you are familiar with the questions it asks. This will help you observe and notice what is happening in each session.
5. When observing, pay attention to all aspects of the workshop. Observe other facilitators and the participants carefully. Use what you observe to analyse how effective the workshop is and why and how future workshops could be improved.
6. Write up the monitoring sheet: In order to communicate your observations clearly:
 - Separate different issues from one another e.g. in section 5.1 on “what went well and why?” List three or four different things that went well separately. Don’t mix up all the issues together.
 - Summarise issues rather than writing long descriptions.
 - Provide a few examples to give concrete detail about the issues you have summarised.
7. Ask for feedback on your first few monitoring sheets so you can improve how you complete them.
8. The facilitators’ team should meet together to review what they have learned from this and other methods of monitoring and evaluation regularly and to decide what action to take as a result of what they have learned.

Resource Sheet

Method 1:
YPT Workshop Monitoring Sheet

Resource Sheet: YPT Workshop Monitoring Sheet

Young People's Toolkit Workshop Monitoring Sheet: Resource Sheet

1. DETAILS OF THE WORKSHOP

Title Of The Workshop	YPT on Issues Connected to Gender-Based Violence
Date	
Location of workshop	
Names of facilitators/trainers, sex & their organisation(s)	1.
	2..
	3.
Name of person completing this form	
Target group	Number: Girls = Boys =
	Total =
	Age range:
	Who are they? <input type="checkbox"/> School students <input type="checkbox"/> Members of a children's club <input type="checkbox"/> Others ...
Name & contact details of any partner organisation(s) involved	
Name & organisation of any observers and their reason(s) for observing	
Donor	

2. LIST OF TOOLKIT CHAPTERS, SESSIONS & TOOLS USED.

Resource Sheet

Method 1:
YPT Workshop Monitoring Sheet

3. WORKSHOP OBJECTIVES

These should be connected to:

- i) The objectives of each session written in the session ii) the broader objectives relevant to the sessions used that you can find in the introduction to each chapter & iii) the broad objectives of the toolkit given in section 1 of the toolkit introduction.

4. LOGISTICS

- Assess how well prepared the workshop was in terms of appropriate arrangements & communication with partners & participants; appropriateness of venue; documents & resources available; food & refreshments; travel arrangements for everyone involved; payment of per diems etc.
- Note any problems & possible future solutions.

5. WHAT WENT WELL AND WHAT WAS DIFFICULT?

5 A) Checklist:

Use this checklist to help you focus on important aspects of the workshop. Also write any points you think are relevant even if they are outside this checklist.

- Did the content of the sessions fit the stated objectives and key messages of the toolkit workshops?
- Do you think the key messages of the sessions were clear & relevant to your participants?
- What were the participants' attitudes towards the issues introduced in the workshop? Were participants engaged and learning? What did you notice about participants or hear from participants that made you think that the participants were interested and learning, or not? What ideas were new for them?
- Did the steps of each session flow smoothly? Did the sessions link together well?
- Were the methods that you used effective?
- Was the facilitation effective? Refer to the feedback process which develops 'do's & don'ts' for the team's facilitation.

Resource Sheet

Method 1:
YPT Workshop Monitoring Sheet

5B) You can add information gained from your analysis of ‘participant evaluations’ or ‘before and after questions’ to your answers to Question 5.

5.1 WHAT WENT WELL? WHY?

5.2 WHAT WAS DIFFICULT OR NOT EFFECTIVE? WHY?

6. ADDRESSING DIFFICULTIES

- How can the difficulties be addressed to improve future workshops?
- What will change?
- Who will be responsible for making the changes?
- How will we check that these changes are implemented & assess how effective those changes are?

Method 2: Participants' Evaluation Of Toolkit Workshops

What is it?

This exercise gives participants the opportunity to give feedback and suggestions about the toolkit workshop(s).

Why use it?

- To improve the toolkit content and methodology by learning from participants' experiences of toolkit workshops.

Resources needed:

- Three large signs each drawn on different coloured paper:
 - a) A smiling face saying "What I liked and why I liked it. What I felt interested in and why."
 - b) A disappointed face saying "What I did not like and why I did not like it. What I did not feel interested in and why."
 - c) "Our suggestions to improve the workshop/toolkit."
- Size A5 paper in the same three colours used for the signs – enough for all participants to have at least two sheets of each colour for each participant.
- Resource sheet "sheet to summarise participants' feedback."
- Flip chart paper, pens, tape.

Time:

- 60 minutes for the participants' evaluation.
- 2 – 4 hours for facilitators to read, collate, analyse results and plan future improvements.

Facilitators' notes:

- It is important that facilitators are genuinely interested in participants' views for the toolkit workshops – both positive and negative. Ask for genuine feedback and real opinions.
- Be careful to allow participants to be critical! Criticism can make facilitators feel defensive – that is a normal human reaction. However we ask participants to give us their genuine responses because we need to hear them in order to accurately monitor our work. So we must be willing to accept criticism and learn as much as we can from it.
- Decide whether you want to ask participants to put their names on their evaluation sheet or not. It will probably help people answer honestly if they know that their answers are anonymous.
- If you have time it is useful to clarify some feedback – see step 3 of the session. Sometimes clarification is needed to understand the point of the written feedback. For example, a participant might write that s/he does not like domestic violence. You will need to know if s/he means she does not

agree with acts of domestic violence in real life or she did not like the way the workshop dealt with the topic of domestic violence.

- You could adapt this session so that participants can give verbal feedback rather than written feedback. Divide the group into pairs or small groups to discuss their ideas for answering the questions first and then ask people to share their ideas answering the three questions in the big group. A facilitator can write the ideas down on flip chart paper. The benefits of this approach are that participants do not have to write down complicated ideas and facilitators can probe participants to get deeper, clearer answers. One disadvantage is that participants lose their anonymity.

How to use it:

1. Introduce participants to the participants' evaluation.

- Explain that:
 - This exercise gives participants the chance to assess the toolkit workshops.
 - We appreciate participants sharing their genuine opinions – positive and negative - as this gives us the information we need to improve future workshops for these and other participants.

2. On a wall or whiteboard, stick up the three different coloured signs.

- Hand out to each participant two sheets each of the three different coloured paper (six sheets of paper in total for each participant).
- Read the request on each sign aloud.
- Ask people for a few examples of answers to each request to make sure the participants have understood what kind of information we are asking them for.
- Explain that people can talk about what they liked and did not like and what they found interesting and not interesting and about any aspect of the workshop e.g. the topics raised, the methods used, the facilitation, the venue etc. Elicit or give examples of “topics” and “methods”.
- Briefly help participants to remind themselves of the games and sessions they have taken part in, during the workshop so they have these fresh in their minds to give feedback. Write some of the main topics or sessions that people should remember on the whiteboard.
- Emphasise that in order to be helpful to the facilitators and the organisation, the participants need to think about and explain to us the *reason* they liked or did not like something and explain that reason clearly. Saying something is good or bad without giving a reason why, makes it difficult to know how to improve it. Knowing the reason will help us know how to change something:
- Explain that we want to know everyone's own genuine ideas so write down what they think and don't ask a friend. You and your friend might have different ideas. We want to hear everyone's ideas.

- Explain that they should write their answers to each question on the coloured paper that fits with the appropriate sign. For example, if the sign asking “what did you like and why?” is green then they should write their answers to that question on the green sheets of paper they have received.
 - Write one answer on each sheet of paper.
 - Tell participants how much time they have to complete the evaluation.
3. When participants have finished writing, ask people to put up on the wall their likes, dislikes, what they were interested in and not interested in and any suggestions under the appropriate sign.
- Ask people to spend some time reading other people’s ideas.
 - If you have time read the likes, dislikes and suggestions aloud.
 - Ask for clarification if necessary so you can understand some points better.
 - Be careful to allow participants to be critical! You have asked for their genuine responses so you must be willing to accept those responses.
 - Thank everyone for their feedback.
4. After the workshop ends keep all the feedback from participants and make use of it.
- The team of facilitators needs to read, collate, analyse and discuss this feedback in order to decide how to use it to improve the toolkit, the facilitation and the arrangements for the workshops in the future.
 - Use the “Sheet To Summarise Participants’ Feedback” if that is helpful.
 - Include whatever you learn from the participants’ feedback in your monitoring of the workshop. See session 1: “YPT Workshop Monitoring Sheet”.
 - If the results of the evaluation reveal that participants have misunderstood any of the toolkit topics, make sure you go back to that topic at the next workshop with them and put the misunderstanding right.

Resource Sheet

Method 2: Participants' Evaluation
Of Toolkit Workshops

Resource Sheet: Participants' Evaluation Of Toolkit Workshops

Sheet To Summarise Participants' Feedback

Date & location of workshop

Names of facilitators

1. What participants liked or felt interested in & why.

2. What participants did not like & did not feel interested in & why.

3. Participants' suggestions to improve the workshop/toolkit.

Method 3: “Do’s & Don’ts”: Steps To Giving & Receiving Feedback On Facilitation In Your Team

What is it?

This is a method for a team of facilitators to give each other regular feedback on their facilitation skills. Each facilitator reflects on their own facilitation and also listens to their colleagues’ feedback. From this process each facilitator develops a list of things they know they do effectively already - “Do’s”- and a list of things they need to improve on – “Don’ts”- which s/he can use as a guideline for improving her/his facilitation.

Why use it?

- To improve facilitation skills individually and as a group.
- To give time for facilitators to learn from their own and each other’s experiences.
- To practice and improve observation skills and analytical thinking about how learning and change occurs (or does not occur) in a workshop. To learn to notice what goes on between participants and facilitators in the toolkit workshops and to utilise what you notice to facilitate more effectively.
- To increase trust and support in the team of facilitators – everybody is equal in both giving and receiving feedback.

Resources needed:

- Flip chart paper, pens, tape.

Time:

- A minimum of 60 minutes for feedback for each facilitator.
- Regular meetings soon after workshops for the facilitation team to give each other feedback.

How to use it:

1. Decide what system you wish to use for feedback:

- **Who receives feedback & when?** Each facilitator should have a turn at receiving feedback. This can be done in different ways. For example, one facilitator will receive feedback at the first feedback meeting and the second facilitator will receive feedback at the second meeting etc. Or all facilitators could take a turn at receiving feedback at each meeting. This very much depends on the time available during each meeting.
- **Which sessions will be selected for feedback & by whom?** Who will choose which session(s) to give feedback on? Often facilitators choose a session they facilitated that did not go well. This helps them find out what went

wrong and why. However it is also important that colleagues remember to give positive feedback about things that went well in that or other sessions. People need to be encouraged and reminded of their strengths.

- **Who will facilitate the feedback sessions?** Decide who will facilitate and write up the "Do's" and "Don'ts" on flip chart paper for each feedback session.

After you have decided what system to adopt, follow these steps below for giving feedback to each facilitator.

2. Facilitators need to observe their colleagues' sessions carefully so they can give accurate, useful feedback.
 - Observe what the facilitator does and how participants respond.
 - Consider the session's objectives, key ideas, steps and how it links to other sessions.
3. Prepare to give constructive feedback about your own facilitation and your colleagues' facilitation.
 - **Positive & negative points:** feedback should contain positive and negative points, positive points first.
 - **Descriptive not judgemental:** feedback is more useful if it contains descriptive words about what happened rather than just general ones e.g. "the participants seemed to be more willing to speak out about their ideas after you put them into small groups for twenty minutes and went round talking to each group". This is more helpful for the facilitator to understand what went well and why than simply writing, "after the break your facilitation was better than before". The first sentence describes what the facilitator did that got a good response from participants. The second sentence just says that what the facilitator did was "better than before". It does not explain *why* it was better than before.
 - **Genuine & accurate:** feedback is useful if it is kind *and* genuine. To be genuine is important e.g. if you tell a facilitator that s/he gave participants the chance to join in freely and this is not really true, then that facilitator will lose an opportunity to learn. S/he will continue doing something that is not very effective. S/he may also realise you are being "kind" and not telling the truth. S/he will not be sure whether to believe what you say in the future. S/he may be hesitant to give you honest feedback in the future too.
 - **Kind & show empathy:** It is important to be kind. We all feel supported if someone else shows empathy by trying to understand what we did and why we did it – even if it could have been done better. Show empathy for the efforts that colleagues make and for their successes.
 - **Appreciate honest self-assessment:** a facilitator might have had difficulties in their session. However their feedback about themselves and what went wrong and why it went wrong is accurate. Colleagues can be encouraging and helpful by showing that they appreciate the facilitator's honesty and

accuracy. It is very useful to be able to describe your situation accurately and honestly when something you do goes wrong because then you will probably learn from the experience!

■ **Constructive alternatives:**

- Help the facilitator make his/her own analysis of what went wrong and why.
- Acknowledge when the facilitator had the right goal or intention even though the action they took to reach their goal was not effective. Maybe s/he noticed that participants needed to join in more, but the way s/he tried to encourage them made them even quieter for example. Then you can help the facilitator think of other ways to achieve that goal.
- Help the facilitator find alternative methods and approaches for themselves from their own understanding and experience. Maybe s/he has a strength that s/he can build on. Maybe s/he can try a method s/he has seen other facilitators use successfully. Maybe s/he will automatically improve some aspect of his/her facilitation because s/he has learned more about the topic or about participants' points of view by facilitating the session and then discussing it in this feedback session
- Don't give too much advice! It is important when giving advice about how to solve a facilitation problem to only give a little, very well considered advice. Check that the advice makes sense to the recipient and that they can use it. Too much different advice can be overwhelming and discouraging for the recipient. The advice giver enjoys giving it but the receiver is not helped by receiving it!

4. Step 1: Self-Assessment

- The facilitator who is receiving feedback describes what the experience of facilitating was like.
- S/he describes:
 - What was positive about the session, about the participants, the exercise(s) and about her or his own facilitation first.
 - Then what was negative/difficult/didn't work so well.
 - S/he explains how s/he feels about it.
- Someone writes down the main points on flip chart paper divided into two columns:
"Do's" on one side and "Don'ts" on the other side.

5. Step 2: Colleagues' Feedback

- The facilitator's colleagues who observed and listened in at the workshop listen to the facilitator's own description of his/her experience facilitating and respond with empathy.
- Then the facilitator's colleagues describe what their experience of the workshop was like.

They describe:

- What they think was positive about the session.
- Then, what was not okay and why and what needs to be improved.
- Someone writes down the main points on flip chart paper divided into two columns:
"Do's" on one side and "Don'ts" on the other.

6. Step 3: Identify Constructive Alternatives

- The facilitator receiving feedback reads through their list of "Do's" and "Don'ts". The list is like a guideline to help them facilitate more effectively and skillfully.
- S/he decides (on his/her own or with colleagues or a supervisor's help) how s/he can use his/her strengths (the "Do's") again when s/he next facilitates a session.
- S/he decides (on his/her own or with colleagues or a supervisor's help) what she needs to change and how to improve his/her facilitation (and avoid the "Don'ts") when s/he next facilitates a session.
- For example, s/he may need to:
 - Learn more about the topic of the session to understand it more deeply by reading other sessions in the toolkit or reading reports on that topic or "Googling" the topic or talking to staff from other organisations who are experts in that topic.
 - Pay more attention to participants' points of view and respond to their ideas, assumptions and feelings more.
 - Spend more time preparing and practicing steps of an unfamiliar session before first facilitating it with participants.
 - There are many other options for improvement and change!

7. Step 4: Check Improvements

- Each facilitator should check through their own "Do's" and "Don'ts" list before and after facilitating subsequent sessions to assess whether they have managed to deal with some of their difficulties or not. Or the team or a supervisor can help each facilitator do this.
- If the team discover they have the same difficulties repeated in feedback over a long period of time, then it is important that they receive external help to improve their effectiveness.

Method 4: Before & After Questions For Participants

What are “before & after questions”?

- These questions can be used to evaluate the impact of attending toolkit workshops based on participants’ knowledge, attitudes, beliefs, confidence and behaviour.⁴ The questions cover all the main topics of chapters 1 to 6 - self-awareness and positive relationships; culture and gender; family and relationships; sexual relationships; alcohol and drugs; real people, real lives.
- The questions can be used in different ways e.g. through focus group discussions, by individual interviews or by a written pre- and post-session test.

Why use “before & after questions”?

- To assess participants’ knowledge, attitudes, beliefs, confidence and behaviour related to topics covered by the toolkit, before participants attend toolkit workshops so that facilitators can fit the workshops to those particular participants’ needs.
- To evaluate the impact of the toolkit workshops on participants by comparing participants’ knowledge, attitudes, beliefs, confidence and behaviour on topics covered by the toolkit before and after they joined in toolkit workshops.
- Participants can reflect on whether their own attitudes, knowledge and behaviour have changed, by comparing the answers they gave before and after the workshops. This self-reflection will reinforce any new ideas and attitudes that participants have adopted.

Resources needed:

the resources you need depend on the method you choose to use to ask participants the questions: focus group discussions or one-to-one interviews or written “tests”.

- Resource sheet 1 – the questions for chapters 1 to 6.
- For focus group discussions or individual interviews:
 - A tape recorder.
 - Question guidelines for the facilitators.
- For written tests:
 - Write up the questions on flip chart paper.
 - Participant “answer sheets” providing the questions and spaces for participants to write their answers, their name and the date.

Time:

for selected questions for one chapter:

- For written tests, 30 - 60 minutes for participants to write answers to questions.
- For one focus group discussion, 120 minutes (with a break).

⁴ “Knowledge, attitudes, beliefs, confidence & behaviour” are aspects of the impact we aim to achieve on young people’s lives and decision-making through young people’s attendance at toolkit workshops. Refer to the toolkit introduction to see the “Toolkit Objectives” which describe the impacts the toolkit is designed to achieve in more detail.

Method 4:
Before & After Questions
For Participants

- One day minimum for facilitators to compare before and after answers, analyse, discuss and decide what action needs to be taken as a result of what they discover.

Facilitators' notes:

1. Make sure facilitators have time in the schedule to use the "before and after" questions effectively (see the section on "time" above).
2. Facilitators need to be very open-minded and interested in what the answers to the questions tell them about young people's knowledge, attitudes, confidence and behaviour. Facilitators need to think about the participants' answers and analyse those answers in order to use the information the answers provide to facilitate the toolkit effectively now and in the future.

For example facilitators should notice:

- Were participants able to express their views and opinions openly and confidently when answering the questions?
- What attitudes did participants reveal in their answers? Did their attitudes surprise you or are they what you expected?
- What kind of answers (if any) revealed that participants understood or were interested in toolkit topics? What kind of answers revealed changes in attitudes and behaviour?
- What do the answers tell you about the toolkit workshop? What worked well? What did not work well and should be changed next time?

How to use "before & after questions":

1. Decide which method to use to ask participants the questions.

Here are some alternative methods:

- Use the questions to lead focus group discussions before and after the toolkit training or sections of the toolkit training.
- Use the questions to guide individual interviews of participants before and after the toolkit training or sections of the toolkit training.
- Give written questions requiring written answers before and after the toolkit training or sections of the toolkit training.
- Use the questions before, immediately after and then again six months after the workshop(s) have finished. The benefit of asking the same questions six months after the workshop(s) end(s) is to test whether the changes to participants' knowledge, attitudes and behaviour remain a long time after the workshops are over.
- Use the questions as "recap" questions to check what participants have understood after sessions and to review sessions.

2. Decide when you will ask participants the questions.

Here are some alternatives:

- Ask participants the questions relevant to chapter 1 just before the workshops connected to that chapter and soon after those workshops.
- Or ask questions before all the workshops begin, after all the workshops are finished and again six months later to see what longer term impact remains.

3. Decide who will ask participants the questions and analyse their answers.

- The interviewers who ask the questions and analyse the results should know what kind of answers would represent a positive impact of the toolkit on participants. They must know the toolkit well. The same people must interview before and after so they can compare the participants' answers before and after effectively.
- It would be best if the staff who facilitate the workshops can also act as interviewers.

4. Decide which participants will answer the questions.

Some alternatives are:

- For written questions: all the participants could answer the questions.
- For focus group discussions: for each group of young people attending toolkit workshops set up one focus group of eight randomly selected members.
- Selection of interviewees for focus group discussions or for individual interviews:
 - *Random selection*: means that you select interviewees without knowing who they are. For example, to choose which girls from your participant group to invite to a focus group discussion, put all of the girls' names in a box on folded bits of paper so you do not know which paper has which name. Then pull out eight pieces of paper. Invite those names to the group discussion. This method ensures that you do not just choose people who will give the answers you are looking for.
 - *Representative selection*: if 60% of the workshop participants are girls then 60% of the focus group (or individual interviewees) should also be girls. If 80% of the workshop participants have lived on the street at some time then 80% of the focus group must have lived on the streets, too. This ensures that the group selected to answer the questions represents the whole group of toolkit workshop participants.

5. Decide which questions to ask:

- Select questions which are relevant to the chapters and sessions of the toolkit that you deliver in the toolkit workshops. For example, if you deliver chapters 1, 2 and 4 then ask questions related to those chapters. Decide if you need to adapt the selected questions.
- The questions are designed to test participants' knowledge, attitudes (beliefs, perceptions), confidence, critical thinking and behaviour. Make sure the questions you select cover all of these aspects of the impact the toolkit aims to achieve.

6. Explain the purpose of asking participants these questions.
 - Facilitators explain that they need participants' help to find out what young people think and do as a result of attending toolkit workshops. Explain that participants' answers will help facilitators understand what impact toolkit workshops have on young people. Their answers will help facilitators know how to improve the toolkit workshops for other young people in the future.
 - Describe the method chosen e.g. written "before and after" questions or focus group discussions or individual interviews.
 - Explain that you need to hear genuine, honest answers that reflect what participants really think.

7. Holding "before and after" focus group discussions:
 - The group consists of six to twelve people. See point 4 above for some ideas about how to select participants.
 - Ensure that the same participants join the focus group discussions "before" and "after".
 - Use two facilitators. One facilitates the discussion. The other observes participants' responses, facial expressions, body language and takes notes of what they say. One of the facilitators operates the tape recorder.
 - Ensure that the same facilitators facilitate the discussions "before" and "after".
 - See point 3 above for ideas about how to select facilitators. It is important to have at least one facilitator who is the same sex as the participants.
 - The discussion should last for about two hours. If the session is long have a break.
 - The discussion should be held in a quiet, comfortable place without interruptions.
 - The questions must be adapted for group discussion.
 - Ensure that you use the same questions to lead the discussion "before" and "after" The facilitator should:
 - Understand the issues behind the questions they ask participants, well.
 - Decide whether to hold some or all of the discussion separately for girls and for boys – in order to help the girls feel free to speak out.
 - Encourage everyone to participate and prevent anyone from dominating the discussion.
 - Encourage genuine responses and follow up participants' ideas with probing questions.
 - Record information about the discussion: who took part, ages, gender, who facilitated, when and where.
 - Hold a reflection session after the first focus group discussion in order to learn from that experience and improve future sessions.

8. Holding "before and after" written tests:
 - Ensure that you ask the same questions "before" and "after".
 - Ensure that you have the same participants answering the questions both times.

- Check that the questions are written as simply and clearly as possible.
 - Check that participants really understand the questions asked and provide them with further explanations if necessary.
 - Explain that it does not matter if some people do not understand every question or cannot answer every question.
 - Before you collect the participants' answers make sure participants have put their names on their answer paper, so that you can match their two sets of answers to the questions.
9. Assessing participants' answers for change: facilitators/interviewers:
- Read and/or listen to and compare answers given before and after toolkit workshops.
 - Analyse the difference between answers before and after toolkit workshops.
 - *What kind of changes to the answers given to the questions asked before experiencing toolkit workshops and after experiencing toolkit workshops would show that the toolkit workshops have had some positive impact on participants?*
 - i. Some questions require answers which we can judge as "right" or "wrong."
 - Sometimes this is a matter of **fact** e.g. research shows that it is not only some uneducated people who use and experience violence in their families – some educated people do too. So it is not correct to say that only uneducated people experience domestic violence.
 - Sometimes we judge an answer as right or wrong according to the **values**.⁵ we are advocating in the toolkit e.g. it is wrong to use violence against others in your family; it is wrong to force or pressurise someone else to have sex. In these cases answers that show an increase in utilising the facts and values of the toolkit are answers that show a positive impact.
 - ii. If participants' answers reveal an increase in critical thinking and confidence – an ability to reflect on the speaker's own experience, other peoples' experience and new information they have learned about the issue, in a critical, complex way – then we can assume that the toolkit has had a positive impact.
 - Record the main changes (and lack of change) that you discover from comparing answers to before and after questions.
10. Decide what action to take:
- To maintain the positive impacts that toolkit workshops have on young people.
 - To improve the effectiveness of the toolkit workshops.

⁵ Refer to section 4 'Toolkit Beliefs & Values' in the toolkit introduction to see a list of the main values & beliefs the toolkit advocates.

Resource Sheet

Method 4: Before & After Questions
For Participants

Resource Sheet: Before & After Questions For Participants

Questions for Toolkit Chapters 1 To 6

Chapter 1 FOUNDATION:

Chapter 1 Sessions:

1. Introduction to the toolkit
2. Trust & safety
3. Team work
4. Ground rules
5. Who am I?
6. Knowing me, knowing you
7. How to deal with our feelings
8. Three steps to managing difficult feelings
9. Learning how to listen
10. Children's rights
11. Children's rights in real life
12. Young people's responsibilities

1.1. Describe what the characteristics and behaviour of a good friend are like. What are the reasons you value those characteristics and behaviour?

1.2. Describe what you and your friends would need to do to work successfully together as a team?

1.3. Trust:

- i. What does the word "trust" mean?
- ii. How does trusting someone else make you feel?
- iii. Why is it important to be able to trust others and for them to be able to trust you?
- iv. How can you act in a way that leads to other people trusting you?

1.4. What does "confidentiality" mean? How would you feel if people gossiped about a sensitive story in your life or your family's life? Why is it important not to talk about people's personal stories to others?

1.5 What does "self-awareness" (squll kluon aeng) mean? Describe how increasing your knowledge of yourself can improve your life.

1.6. Imagine something happened to make you feel sad, or angry or afraid or jealous. What can you do to deal with that feeling and the situation you are in?

Resource Sheet

Method 4:
Before & After Questions
For Participants

1.7. Is it important to listen carefully to other people (for example, friends and family)? Explain the reasons for your opinion.

1.8. Children's rights to live without discrimination:

- i. Give some examples of "discrimination" from real life that you have seen in your community (but don't use people's names).
- ii. What does "discrimination" mean?
- iii. Give some reasons why the CRC says that discrimination against others is not acceptable.
- iv. How would you feel if someone discriminated against you or your friend or family?
- v. Do you think it is acceptable to discriminate against others or not? Why?

Chapter 2: CULTURE & GENDER

Chapter 2 Sessions:

1. Culture & change
2. Sex & gender
3. Agree or disagree? Gender beliefs
4. Gender-based violence – what is it?

2.1 What is culture? How do children and young people learn about the beliefs and habits of their own culture? Give an example of how a cultural habit or belief can affect your life.

2.2 Parents and children's' roles and relationships:

- i. Have you heard this proverb before "The sun rises on parents first so children should always follow what parents tell them to do"?
- ii. What do you think this proverb means?
- iii. How do you think that this belief affects children's and young people's lives?
- iv. Can you describe any good things about this proverb and any bad things about this proverb?
- v. Will you expect your children in your future family to follow this proverb? Why?

2.3 What is "sex"? What is "gender"? What is the difference between "sex" and "gender"? Why is the difference between "sex" and "gender" important? What does "gender equality" mean?

2.4 Do you think girls and boys, men and women should be equal and society should give them the same value, or not? Give reasons for your opinion.

2.5 Gender roles and sexual relationships:

Resource Sheet

Method 4: Before & After Questions
For Participants

- i. have you heard this proverb before? “Men are gold, women are cloth”?
- ii. What do you think this proverb means?
- iii. How do you think this belief affects girls’ and women’s lives?
- iv. How do you think this belief affects boys and men’s lives?
- v. Can you describe any good things about this proverb? And any bad things about this proverb?
- vi. Will you want your own daughters in the future to be treated “like cloth”? Why?
- vii. Will you want your own sons in the future to be treated “like gold”? Why?

2.6 What is “gender-based violence”? Give an example. Is gender-based violence acceptable or not? Explain the reasons for your opinion.

Chapter 3: FAMILY RELATIONSHIPS & DOMESTIC VIOLENCE

Chapter 3 Sessions:

1. What makes a happy family?
2. Family life
3. What do you believe? Roles in the family
4. Dealing with conflict between parents & children
5. Parents & problem solving
6. Reaching out to parents
7. What is domestic violence?
8. Beliefs & facts about domestic violence
9. Impact of domestic violence
10. Protecting yourself & getting help
11. Preventing domestic violence

3.1. When you are a mother or a father in the future what will you do to make your family happy?

Why are those attitudes and behaviour important? Is that way of behaving the same or different from the behaviour of members of your family now? If it is different describe how it is different?

3.2 Love and respect are important to make a family happy.

- i. Describe how a parent can act in a loving way towards their child?
- ii. Can a parent respect a child? How would their behaviour to their child show they respect their child?
- iii. Describe how a child can act in a loving and respectful way towards their mother and father?
- iv. Describe how a husband can act in a loving and respectful way towards his wife?
- v. Describe how a wife can act in a loving and respectful way towards her husband?

3.3 Imagine this situation:

a fourteen year old boy called “Theory”, steals a mobile phone from a shop. He’s envious because his friend has one and he does not. His family is not rich. His parents find out he has stolen from the shop and are very angry. His father beats him using a belt and allows the buckle to scrape the boy’s back.

- i. What do you think about the boy’s behaviour?
- ii. What do you think about his father beating him with a belt buckle to punish him?
- iii. Is it acceptable for parents to beat children seriously physically? Explain your reasons for your opinion.
- iv. What could the parents do instead of beating their son to deal with the problem of stealing from the shop effectively?

Facilitators’ notes: See chapter 1 session 11 and chapter 3, session 4 for guidance to help you check the answers.

Possible answers to question 3.3 iv:

“at home, in private, the boys parents tell him what he did was wrong. They ask him to explain why he stole. They ask him to imagine how he would feel if someone stole from him. They ask him to think what people will think of him and his family if they know he steals. They explain that the shopkeeper is like them – he works hard everyday to make a living and it is not fair to steal from him. They arrange for their son to go to the shopkeeper and apologise for what he did. Then they make him find a small job to earn some money to pay the shopkeeper back”.

3.4. Imagine this situation:

a 15 year old girl called “Theory” is scared of her new teacher. She tells her mother and father about some nasty things the teacher did to her and others. They just say “you should respect the teacher”. Theory starts to play truant from school. She secretly meets other girls and boys who don’t go to school either and they have fun instead of going to school. However Theory is worried about missing school as she wants to have a good job one day and she knows she needs to go to school to achieve that. One day Theory’s parents find out she has been playing truant. They are angry.

- i. What do you think of Theory’s behaviour?
- ii. If you were Theory how would you deal with this problem now constructively?
- iii. If you were one of Theory’s parents how would you deal with this problem constructively?
- iv. What could Theory’s parents have done earlier to prevent the situation becoming so bad?
- v. Why do you think Theory’s parents just said “you should respect the teacher” and didn’t do anything else when Theory told them about her problem at school?

Resource Sheet

Method 4: Before & After Questions
For Participants

3.5 What is “domestic violence”?

3.6 The MoWA carried out a survey of people in Cambodia in 2005. They discovered that approximately 22% of married women had suffered violence from their husbands.

- i. Some people say that husbands have the right to beat their wives if their wife disobeys them or makes them lose face. Do you agree or disagree? Explain the reasons for your opinion.
- ii. Some people say that only men in less educated families hit their wives. Do you agree or disagree? Explain the reasons for your opinion.
- iii. Some people say that a woman or child victim of violence at home should keep what happens in the home secret. They should not tell others and look for help. Do you agree or disagree? Explain the reasons for your opinion.
- iv. What do you think the main reasons for domestic violence are?

3.7 Imagine that a man uses threats and physical violence against his wife.

- i. What affect might it have on the woman?
- ii. What affect might it have on their children?
- iii. What general affect does it have on society?

3.8 Your friend’s father often hits his mother – sometimes causing bruises and other injuries. Sometimes his father hits your friend too.

- i. What would you think if other kids laughed about your friend and gossiped about him because violence happens in his family?
- ii. What could you do to help and support your friend?

3.9 Why do you think some people use violence with other family members? Why is it wrong to use violence in this way? What could they do instead of being violent? What might make the people who use violence change their behaviour?

Chapter 4 – SEXUAL RELATIONSHIPS & SEXUAL VIOLENCE

Chapter 4 Sessions:

1. Expectations, hopes & fears
2. Growing up
3. Our bodies
4. Gender & sexual relationships
5. Deciding when to have sex
6. Being confident & in control
7. Having equal, loving relationships
8. The difference between agreement & abuse
9. It happens to boys too
10. Who are the abusers?

11. Impact of sexual abuse
12. Sexual violence & daily life
13. What do survivors need from us?
14. Men & boys take action against sexual violence
15. Gang rape
16. Pornography

Session 1: Expectations, hopes & fears

Session 2: Growing up

Session 3: Our bodies

4.1 Puberty

- i. What does “puberty” mean?
- ii. Describe some changes that happen to girls as they go through puberty. Describe some changes that happen to boys as they go through puberty. Think of changes to their bodies, to their minds and to their behaviour and feelings.

4.2 When we say the phrase “sexual relationships” what kind of things do you think that topic includes?

4.3 Some people think that young people should have opportunities to talk about and learn about sexual relationships, romance and marriage when they are your age and some people think that is wrong. What do you think? What are the reasons you think that?

4.4 Please list some benefits of talking together in toolkit workshops about sexual relationships.

Session 5: Deciding when to have sex

4.5 Ask girls and boys separately:

- A) ask girls: in what kind of situation do you think its okay for a girl or young woman to have sex? Here are some examples:
- i. a 20 year old young woman is pressurised by her boyfriend to have sex. He says he'll leave her if she does not agree. Is it okay to have sex for this reason?
 - ii. A 16 year old girl is very curious about sex and knows a boy she likes wants to try it. Should she have sex?
 - iii. An 18 year old young woman is engaged to a young man she has known for 2 years. They have sex before they are married: do you agree or not with the young woman's decision?
 - iv. An 18 year old young woman has recently married and her new husband gets annoyed when she refuses to have sex every night: should she have sex when she does not want to?

Resource Sheet

Method 4: Before & After Questions
For Participants

- v. A 21 year old young woman is engaged to a young man who works in the market. They will marry next year. She would like to have sex with him but neither of them have condoms: should she have sex without a condom?
 - Different people will have different opinions about when it's okay to have sex and when it is not. It's alright to have different opinions.
 - Explain why you think its okay or not to have sex in each situation.
- B) Ask boys: in what kind of situation do you think its okay for a boy or young man to have sex? Here are some examples:
- i. A 20 year old young man wants to have sex with his girlfriend. He says he'll leave her if she does not agree. Should he pressurise her to have sex in this situation?
 - ii. A 19 year old young man wants to have sex with his 16 year old neighbour and she wants to have sex with him. Should he have sex in this situation?
 - iii. An 18 year old young man goes out with his friends most Saturday nights. They all contribute some money for the evening. His friends drink and eat and then go to have fun at karaoke. Then they often decide to pay sex-workers to have sex with. He doesn't want to pay for sex with a stranger. His friends laugh at him and mock him as "Ah Nee" if he does not agree to join in with them: should he have sex in this situation?
 - iv. An 18 year old young man is engaged to an 18 year old young woman he has known for 2 years. They have sex before they are married: do you agree or not with the young man's decision to have sex in this situation?
 - v. An 18 year old young man has recently married. His new wife and he have sex often, but she sometimes says she does not want to. He feels annoyed and wants to pressurise her to have sex whenever he wants. Should he pressurise her to have sex in this situation?
 - vi. A 22 year old young man is engaged to a 21 year old young woman. They will marry next year. They would both like to have sex but neither of them has a condom: should he have sex not using a condom?
 - Explain why you think its okay or not to have sex in each example.

Notes for facilitators: We are looking for the respondents to consider various factors in making their decisions including:

- Age of consent – 18.
- True voluntary agreement on both sides.
- Health (protection from human immunodeficiency virus/acquired immune deficiency syndrome (HIV/AIDS) and STIs).
- Pregnancy.
- The ability to assess the consequences of having sex in that situation: physically, emotionally and socially.

Different people will have different opinions about when it's okay to have sex and when it is not. It's alright to have different opinions.

Session 6: Being confident & in control

4.6. Ask girls and boys separately:

A) For girls: a 20 year old young woman, Vida is pressurised by her boyfriend to have sex to prove she sincerely loves him. He says he'll leave her if she does not agree. Vida does not want to be pushed into having sex.

- Describe what Vida could do to resist this pressure.

B) For boys: an 18 year old young man San, goes out with his friends most Saturday nights. They all contribute some money for the evening. The group drinks and eats together and then goes to have fun at karaoke. Then they often decide to pay sex-workers to have sex with. San doesn't want to pay for sex with a stranger. His friends laugh at him and mock him as "Ah Nee" if he does not agree to join in with them.

- Describe what San could do to resist this pressure.

4.7 Describe what it is like to be "confident and in control". How do you feel? How do you behave? Why is it important to feel confident and in control?

Session 7: Having equal, loving relationships

4.8 Do you think it is important or not that the two partners in a marriage or in a courtship love each other and treat each other as equals? Explain the reasons for your answer.

4.9 How would a wife and husband behave towards each other in a loving way and treating each other as equals in the following aspects of their joint lives?

- Raising their children.
- Working outside the home to earn money.
- Being (or not being) faithful.

Session 8: The difference between agreement & abuse

4.10 Think about each of the following situations and decide:

- Whether you agree that it's okay for the man to have sex in this situation.
- Who is responsible for the sex that happens in that situation and the consequences of that sexual act? The young woman? The young man? Both? Someone else?
- Explain the reasons for your answers.
 - A young man has already spent a lot of money on a girlfriend so when she says she does not want to have sex he forces her.
 - A young man feels sexually excited whenever he sees and talks to a certain young woman. It is acceptable for him to force her to have sex.
 - A young woman and man agree to have sex together. Three weeks later he meets her again and wants to have sex. This time she does not want to. It's okay for him to force her to have sex, now.
 - A group of young men watch a pornographic movie in a coffee shop and later meet a group of girls from their school. They call out to them and run after them to tease them and try to squeeze their breasts. This is acceptable behaviour.

Resource Sheet

Method 4: Before & After Questions
For Participants

- v. A man has sex with his 19 year old girlfriend because they both want to. They have both already discussed having sex together and decided to use a condom to protect against STIs and pregnancy.
- vi. A young man of 18 has sex with a girl aged 15. She agreed to have sex with him.

4.11

- i. What is sexual abuse?
- ii. What kind of acts do we mean when we say the words “sexual abuse”?
- iii. Is it acceptable for one person to sexually abuse another person? Explain the reasons for your answer.

4.12 What is the difference between sexual abuse and okay sex?

Session 9: It happens to boys too

4.13 What do you think of this statement? “Men are only perpetrators of sexual violence. They are never victims of sexual violence.” Explain the reasons for your opinions.

4.14 If a boy you know told you he had been sexually abused:

- i. How would you react?
- ii. How do you imagine he would feel?

Session 10: Who are the abusers?

4.15 Perpetrators of sexual violence:

“most perpetrators of sexual abuse are strangers to their victims.” Do you agree or disagree with this statement? Explain the reasons for your opinion.

4.16 “It does not make sense to talk about a husband sexually abusing his wife. A husband is entitled to have sex with his wife”. Do you agree or disagree with this statement? Explain the reasons for your opinion.

Session 11: Impact of sexual abuse

4.17 Describe the affects of sexual violence on a young person. Describe some affects that could last a long time.

Session 12: Sexual violence & daily life

4.18 Ask girls and boys separately:

- i. What kind of things do girls and women normally do to protect themselves from sexual violence?
- ii. What kind of impact does this have on girls’ lives?

- iii. How does it make them feel about themselves?
- iv. How does it make them feel about boys and men?

4.19 Sexual violence has a serious impact on victims.

- i. Does sexual violence also have a more general impact on society?
- ii. Describe any impact you think it has generally on society.
- iii. Describe how sexual violence could affect all girls and women including those who are never abused.
- iv. Describe how sexual violence could affect the relationships between all men and all women generally.

Session 13: What do survivors need from us?

4.20 Is it acceptable for a woman or girl to have to marry the man that rapes her? Explain the reasons for your opinion.

4.21 Imagine your friend tells you she or he has been sexually abused.

- i. Is it okay to continue being friends with someone who has been sexually abused? Explain the reasons for your answer.
- ii. What could you do and how would you behave to give her or him the best support?
- iii. Your friend cries when s/he talks about what happened. Is it okay to tell him/her to stop crying? Explain the reasons for your answer.
- iv. Is it okay to tell other people your friend's story? Explain the reasons for your answer.

Session 14: Men & boys take action against sexual violence

4.22

- i. What do you think could be done by society to reduce sexual violence?
- ii. Do you think boys and men should take action to reduce sexual violence against women? Explain the reasons for your answer.
- iii. What do you think boys and men could do to reduce sexual violence in society?

Session 15: Gang rape

4.23 "It's okay to gang rape a prostitute". Explain the reason why some people believe this. Do you agree or disagree with this statement? Explain the reasons for your answer.

Session 16: Pornography

4.24 "Watching pornography is a good way to learn about sexual relationships". Do you agree or disagree with this statement? Explain the reasons for your opinion.

Chapter 5 ALCOHOL & DRUGS

Chapter 5 Sessions:

1. Alcohol quiz
2. Reasons why people drink
3. How alcohol gets in & out of our bodies
4. Impacts & effects of alcohol on our lives
5. Safer drinking
6. What are drugs
7. Why do people take drugs?
8. Vasna's life with & without drugs

5.1 Explain whether you agree or disagree with this statement. Then explain your reasons for agreeing or disagreeing.

“Driving after drinking (or taking a lift from someone else who is driving after drinking) is acceptable as long as you (or they) don't drive too fast”.

5.2 Say whether you agree or disagree with this statement. Then explain your reasons for agreeing or disagreeing

“He only hits his wife when he gets drunk. He can't control himself. It's not his fault.”

5.3 Say whether you agree or disagree with this statement. Then explain your reasons for agreeing or disagreeing.

“If you had a habit of drinking to get drunk it would be easy to stop your drinking habit whenever you decide you want to stop”.

5.4 Give four different reasons why people might drink alcohol.

5.5 Give four different kinds of long-term negative effects of drinking too much alcohol.

5.6 Describe how someone can drink alcohol safely and sensibly.

5.7 What does the liver do to alcohol?

5.8 What is a drug?

5.9 Describe what addiction is.

5.10 Yama:

- i. What kind of things might make a young person want to take yama?
- ii. What kind of problems might a young person have as a result of using yama? Include some long term problems.
- iii. What reasons might a young person decide not to use yama?

Chapter 1

Foundation



Introduction To Chapter 1

What's In Chapter 1?

Chapter 1 covers the following ideas and topics:

- **Trust & emotional safety:**
 - How to work together in a group in ways that respect and trust each other.
 - What qualities we look for in a friend and how to be a trustworthy friend.
- **Self-awareness:**
 - Providing opportunities for young people to start to pay attention to, describe and talk about their own personal experiences: thoughts, feelings and behaviour.
 - How to recognise and manage difficult feelings – anger, fear and sadness.
- **Relationships with others:**
 - The importance of communicating your thoughts and feelings to others – friends and family.
 - The importance of listening carefully to others when they tell us about their experience, thoughts and feelings.
- **Children's rights & responsibilities:**
 - Children's and young people's rights to participate and learn, to not suffer physical, mental or sexual violence or to be discriminated against.
 - Young people's responsibilities to themselves and others.

What's The Purpose Of Chapter 1?

Chapter 1 is essential to the success of the toolkit. Its purpose is to build participants' basic understanding of trust, self-awareness & positive relations with others before facilitating sessions on the sensitive topics of family & violence, sexual relationships & abuse & alcohol & drug use.

Young people are going through the most important changes in their lives – the change from childhood to adulthood. In order to help them mature we want to give them opportunities to share their own experiences, ideas and feelings; hear new ideas and information and then discuss and reflect on all this. The more young people understand the more they can influence their own lives and their friends' lives positively through the decisions they make.

In order for these learning methods to work, participants must feel safe and at ease about sharing their ideas, opinions, experiences and feelings together in the group.

- Chapter 1's sessions help to build up understanding of what "trust" is and help to build trust and safety in the group between participants and with facilitators too.
- The toolkit raises sensitive topics including sexual relationships and distressing topics like violence and abuse. Human feelings should not be avoided with such serious subjects. We should not discuss abuse or violence as if those subjects are normal and raise no strong feelings. We want to encourage young people to understand by exploring their own knowledge, experience, opinions and feelings and opinions about violence and abuse. We want to encourage young people to be aware of their own feelings so they can pay attention to and empathise with the feelings of victims. Then they can become strong advocates for non-violent, positive relationships.
- Chapter 1's sessions help participants start to reflect on their own experience and knowledge by noticing and talking about their own and other people's feelings as well as their ideas and opinions.
Many participants will have experienced violence or abuse or know other people that have.
- Chapter 1's sessions start to build the attitudes and skills for participants to take care of themselves and each other when someone remembers something that makes them feel sad, hurt or angry.

Foundation Sessions:

- Session 1: Introductions
- Session 2: Trust & safety
- Session 3: Team work game
- Session 4: Ground rules
- Session 5: Who am I?
- Session 6: Knowing me, knowing you
- Session 7: How to deal with our feelings
- Session 8: Three steps to managing difficult feelings
- Session 9: Learning to listen
- Session 10: Children's rights
- Session 11: Children's rights in real life
- Session 12: Young people's responsibilities

Session 1: Introductions

What is it?

Pair exercises and big group discussions.

Why use it?

- To introduce the people to each other.
- To explain what we will be doing in this and future workshops and why.
- To make participants feel comfortable.

Resources needed:

- Cards in two different colours – one each per participant.
- Flip chart paper, marker pens, tape.

Time:

60 minutes.

Facilitators' notes:

- It's important to be warm and welcoming.
- Adapt this "introduction to the toolkit" for participants, to the topics you have decided to focus on with this particular group. For example, perhaps this group will focus on chapter 3 "Family & Relationships" only, or perhaps they will go through all the chapters in the toolkit. Your "introduction" must reflect the real situation.
- It might be useful to be able to talk a little about or to answer questions about the research that was carried out with young people through focus group discussions, the results of which determined the topics included in the toolkit. Look at the toolkit introduction for more information on that research.

How to use it:

1. The facilitators' team should introduce yourselves and your organisation briefly. If you have any visitors or observers in the workshop introduce them too and very briefly explain why they are there.
2. Explain you want everyone to start to get to know each other. Put participants into pairs. Ask them to find out the answers to the following questions from their partners:
 - Their name.
 - Something special about them, that can help others remember them (like they are good at telling funny stories or have big feet or ...)
 - Why they decided to join the group.

Then ask each pair to introduce each other to the rest of the group.

3. Explain briefly what else you are going to do in this first introductory session: provide information about practical arrangements; introduce the goals of the toolkit and the kind of topics the group will discover and the methods you will use; ask the group their expectations and answer questions. Add one or two energiser games at different stages to help participants relax and renew their concentration.
4. Give information about the practical arrangements.
 - Where the toilets are.
 - When you will have refreshment and meal breaks.
 - Remind people of the number of days and times of the workshops.
 - Pass a registration list round.
 - Answer questions.
5. Introduce the toolkit to everyone. Explain: we did some research and asked young people around Cambodia what mattered to them in their lives and many said they were affected by violence or worried about violence happening in their homes and in the community. So we designed a series of workshops and games to use with young people to give them the opportunity to learn, talk and think about some important issues connected to their worries. We call this the YPT.
6. Describe the main topics you will cover in future workshops and the methods you will use.
 - i) The topics include:
 - **Chapter 1: Ourselves & our friends:** knowing more about our own thoughts and feelings and making strong relationships with others.
 - **Chapter 2: Our culture:** the ideas and beliefs we have learned from our culture. Deciding what to keep and what to change.
 - **Chapter 3: Our families:** relationships between parents and young people – what makes families happy and what makes conflict happen. We learn about domestic violence; what it is and why it happens.
 - **Chapter 4: Sexual relationships, romance & marriage, how to make positive relationships:** we also learn about sexual abuse, what it is, how to have relationships that are not abusive and how to protect ourselves from abuse.
 - **Chapter 5: Using alcohol & drugs:** how they affect us and how to protect ourselves.
 - ii) Explain: during this course/workshop we use many different methods and games. We don't just want to tell you things. You are at an age when you are changing from being children to adults, so we think it's more useful for you if you have the opportunity to:

- Discuss and share your own experiences and ideas and to listen to other young peoples' feelings, ideas and experiences.
 - Reflect on some new ideas and information. Wonder and ask lots of questions.
 - Have fun as well as learn new ideas and skills.
 - Build up your confidence.
7. Ask people to think what their expectations and worries are about the toolkit workshop(s).
- Divide a page of flip chart paper into two columns for “expectations” and “worries.”
 - Put people in pairs.
 - Hand out different coloured cards - for example, orange for expectations and green for worries - to each pair.
 - Ask each pair to discuss and then write two expectations and two worries on those cards.
 - Check people understand what “expectations” and “worries” are first by eliciting or providing examples before everyone starts work.
 - Tell people to stick their cards up beside the appropriate column when they are ready.
 - Put together the main ideas and read them out. Make simple responses e.g. confirm realistic expectations, explain kindly if an expectation will not be met by the workshops and say why. Show empathy for people’s worries. Be warm and reassuring. Explain that soon the group will create some rules for working together to help make the group feel safe (ground rules).
8. Explain that the toolkit starts with chapter 1: ourselves and our friends - knowing more about our own thoughts, feelings and making positive relationships with others. We will move on to this topic now.
- Thank everybody.

Session 2: Trust & Safety

What is it?

A small and big group discussion activity to establish trust.

Why use it?

- To understand the meaning of *trust*.
- To understand the benefits of being able to trust others.
- To understand how to act in a trustworthy way.
- To build trust and a feeling of safety within the group.
- To understand the importance of confidentiality.

Resources needed:

- Resource sheet “Trust & Safety” for participants.
- Flip chart paper, marker pens, tape.

Time:

60 minutes.

Facilitators’ notes:

- Check the ‘Safety Guidelines’ in the toolkit introduction.
- Use the resource sheet for this session.
- Trusting others means you know you can rely on them to care about you and not take advantage of you or use you or what you said unkindly.
- Participants need to trust other participants and facilitators so they can feel safe enough to dare to share experiences, ideas and feelings and learn.
- Facilitators are important role models, so they must put their own behaviour into practice with participants and colleagues and what they are teaching young people about “trust”.

How to use it:

1. Explain we are going to talk about “trust” and how to build trust strongly in the group and how to take care of each other:
 - Ask participants if they have any ideas about what “trust” or “trusting each other” means.
 - After you have heard and confirmed a few ideas explain that the first session in our workshops will be about “trust” because we are a new group and we are going to meet and discuss and learn together and we need to feel safe to do that.
2. Put participants into single sex pairs.

3. Write up and explain what you want the pairs to discuss together:
 - Each of you should remember a situation when you were unhappy or worried about something that has happened to you or your family and you wanted someone to share and talk to.
 - Decide who you would want to talk to - a friend or ...?
 - Describe and note down what qualities and kinds of behaviour you would look for in that person you choose to talk to about your worry. What are the reasons you look for those particular qualities?
4. Check that people understand. Walk around the pairs and check people are remembering and then discussing about and noting down qualities of a person they would choose to talk to about their personal worry.
5. When everyone has finished ask all the pairs to contribute their ideas about the important qualities and behaviour and the reasons they want the person they choose to talk to have those qualities and behaviour. Note these down on flip chart paper for everyone to see.
6. Facilitate a discussion about the qualities and behaviour written on the list. Agree and underline the most important qualities on the list. Facilitator ensure the main qualities listed on the resource sheet for this session are included.
7. Ask the group what the list tells us and how we could use it. Summarise their answers by explaining that this list can be like a guideline of the qualities needed to be a good friend, to take care of other people and to create trust and be trustworthy.
8. Ask the group to be quiet for a few minutes and ask themselves:
 - Do I behave in a way that helps other people trust me?
9. Explain that in this workshop we will talk and have fun and work together. We want people to be able to talk about their ideas and opinions and experiences both good and bad, and to feel safe to talk like that. Ask the group:
 - What are the good things about having the opportunity to tell your own stories and ideas in a group?
It helps us to understand our own lives, feel better, join in and contribute, get strength and support from each other.
 - What are the risks of telling our own stories?
The person listening might not care, might not understand us, might be judgemental or unkind, might tell other people, might make us feel bad or unsafe.
 - How can we work together so we enjoy the good things and reduce the risks of sharing our ideas and our stories?

Follow the ideas written on the guidelines (list of qualities) we just made.

Care for each other.

Not tell private stories outside the group.

Tell our own stories as if they happened to another person (using no names) or to “people like us”.

- 10.** Ask the group to summarise by saying what they have learned in this session about trust and safety.
- 11.** Hand out the resource sheet for this session. Discuss any different ideas on the sheet.
- 12.** Say you will keep the guidelines on the wall to remind everyone what they learned.

Resource Sheet

Session 2:
Trust & Safety

Resource Sheet: TRUST & SAFETY

- **The kind of person I can trust acts like this:**
 - ▶ Warm, caring, kind.
 - ▶ Doesn't mock me, takes what I say seriously.
 - ▶ Doesn't look down on me, thinks I'm of equal value to them.
 - ▶ Responsible.
 - ▶ Reliable.
 - ▶ Makes the effort to understand me and what I am thinking and feeling.
 - ▶ Encouraging.
 - ▶ Listens to me speaking and speak to me in a way to make me feel to speak.
 - ▶ Doesn't blame me.
 - ▶ Doesn't gossip and pass on personal stories I tell. Can keep a secret (confidentiality).
 - ▶ Makes me feel safe to talk.
 - ▶ Has integrity e.g. keeps their promises and does not make promises they cannot keep, does not take advantage of what I tell them.

- **If I behave like this then other people will be able to trust me.**



Session 3: Team Work Game

What is it?

An energetic game followed by a big group discussion.

Why use it?

- To help participants understand how effective team work is.
- To help participants understand the benefits of communication and collaboration with others.

Resources needed:

- Resource sheet “Team Work” for participants.
- Cards: each card has one name or a picture of an animal written on it. Use four kinds of animals e.g. monkey, crocodile, buffalo, chicken, so that each participant can meet four or five other people who are the same animal as they are.
- Container for the cards.
- Twelve “rope-circles”. Tie rope into circles. These “rope-circles” will be laid on the ground next to participants’ small groups, by the facilitators. The “rope-circles” must be of a size that makes it difficult – but not impossible – for every member of one of the small groups to stand together within that rope-circle at the same time.
- Flip chart paper, marker pens, tape.

Time:

60 minutes.

Facilitators’ notes:

- Read the resource sheet.
- The point of the game is that each small group learns that planning, collaboration and co-operation is necessary in order to successfully meet a challenge (stand together in smaller and smaller rope-circles).

How to use it:

1. Explain we will play a game to help us discover some ideas about team work.
2. Ask the participants to come and stand in a circle. Put the container of cards with animals’ names on them in the centre of the circle. Ask participants to pick out one card each without looking at the card.

3. When everyone has got a card ask them to read/look at the card. Now they must become the animal on the card. Explain: don't tell anyone else what animal you are. Imagine how to act and sound like that animal.
4. Ask everyone to walk around acting and sounding like that animal. Look out for other "animals" like themselves and when they find them stay together in their "animal-group". Stand apart from the other three "animal-groups".
5. Next the facilitator places the "rope-circles" around the room. Place three "rope circles" next to each of the four "animal groups". (See the illustration).

6. Point out to everyone that each group has three rope-circles. Ask the members of each group to stand inside those circles. To do this they will have to crowd together, discuss with one other and help each other balance and share space. Check everyone in each group is able to stand inside a "rope-circle".



7. Explain that when you shout the word "go!" each group must move from the rope-circles they are standing close to now, to a new location with rope-circles currently occupied by another group. They cannot stay where they are. They must all fit into the rope-circles in the new location. Shout "go!"



8. Repeat this several times. On the second and third time remove one rope-circle from each location so that each group has less circles to stand in each time you shout "go!" and they move and change places. After the third time each group has only one rope-circle left to stand in.



9. Observe the groups while they are playing the game and take note of the following points:
 - How they communicate with the other members of their team.
 - How they help each other in their small group to move to a new location and all stand successfully inside the diminishing numbers of rope-circles.
10. After the game ends, prompt participants to think what they learned from the game:
 - How did you manage to stand together in fewer and fewer rope-circle spaces?
 - How did you communicate?
 - Did you compete?
 - Did you collaborate?
 - How does this game relate to team work?
 - What do you think about your team work? Explain.
 - What are the benefits of working as a team?
11. Write up the main points on flip chart paper or on the whiteboard and make clarification if needed.
12. Conclude using the ideas from the resource sheet.
13. Hand out the resource sheet to all participants.

Ideas Into Action: ask three volunteer participants to work together to think about an energiser to play before we start the afternoon session or the next day's session.

Resource Sheet:

Session 3:
Team Work Game

Resource Sheet: Team Work Game

When we work well together in a team we can achieve our goals and have fun.

These are the different ways we work well together:

- Communicate with each other.
- Don't discriminate against other people – let everyone share equally.
- Listen to different people's ideas.
- Speak out my own ideas.
- Take responsibility.
- Help others, notice what other people need.
- Plan together.
- Follow the best idea.
- Listen to feedback.
- Don't fight or argue too much!

Session 4: Ground Rules

What is it?

Small group and pair discussions to create ground rules for the workshops.

Why use it?

- To build trust, safety and confidence so that participants can join in the workshops freely.
- To ensure participants understand confidentiality and keep confidentiality about anything personal revealed in the workshop by participants.

Resources needed:

- Resource sheet “Ground Rules” for participant.
- Colourful cards the right size for people to write large enough letters to see from across the room.
- Coloured pens, flip chart paper, marker pens, tape.

Time:

60 minutes.

Facilitators’ notes:

- Connect this session to chapter 1, session 2 on trust and safety and session 3 on team work.
- Confidentiality means that personal things discussed in the group should stay in the group. Participants, facilitators and observers must not relate the personal details of anyone’s story they hear in the workshop to other people. Facilitators can talk about things that people say in the workshop for professional purposes with each other. If you need to talk to anyone else about issues raised then talk without repeating any personal details about the people involved who raised those issues.
- Consider carefully with your colleagues how to ensure the most important rules are kept. Agree what action you will take if ground rules are broken together with workshop partners. Notice when participants start to come in late often or mock others or answer their phones in the session. Take action.

How to use it:

1. Show the picture of the tree (in the resource sheet) and ask “What can we do to make this tree grow well, produce tasty fruit and provide cool shade?”
2. After the participants have called out some answers, ask them to think about the workshops we are starting to do now. Compare the idea of the tree to our

workshops. How can we nurture and take care of the workshops and our group – like we do the tree - so that we have fun and can be sensitive to all the participants' feelings, learn a lot and realise our goals.

3. Put participants into pairs. Distribute two coloured cards to each pair.
 - Explain and write on the whiteboard that participants should write their ideas about how to make the workshop successful, reach it's objectives, have fun and be sensitive to each participant's feelings and needs on the cards: one idea per card.
 - Ask if people remember what they discovered in the last two sessions (session 2 on trust and safety and session 3 on working together) and if those discoveries are useful now.
 - Explain they can write ideas about what people **should do** and/or about what people **should not do** to make the workshops successful – it's up to them.
 - Check participants understand what kind of ideas you are asking for by asking for a few suggestions before they start working together in pairs.
 - Walk round and check what the pairs are doing and if they understood your instructions once they start work.
4. Put up flip chart paper and separate the paper into two columns: (1) DO'S and (2) DON'TS. Then ask the participants to stick their answers in the appropriate column. Help participants put similar ideas together.
5. Ask volunteers to read their cards out loud to the whole group. The facilitator checks if an idea is unclear. Ask the groups if they want to delete or add to these ideas. The facilitator should not accept any ideas that are not appropriate.
6. Prompt for missing ideas and add some ideas if necessary to ensure that the following points are not missed:
 - Full attendance and punctuality: Facilitator repeats days and times of workshop.
 - Take care of yourself and others in the group.
 - Dare to speak out – ideas and questions from everyone are valuable.
 - Dare to make mistakes - it helps you learn. (No one understands everything all the time).
 - Listen while someone is speaking.
 - Respect each person's ideas (e.g. no interrupting, blaming and mocking).
 - Switch off phones (switch on at break times).
 - Have fun and laugh together but don't mock others.
 - Encourage one another. Praise each other when praise is deserved.
 - Keep confidentiality.

- Not knowing something or not understanding yet is okay – its a normal part of learning.
7. Check participants understand each of these important rules and the reason we have it, especially confidentiality.
 8. Prompt a discussion about the new rules and how to use them.
 - Ask the participants what we can use these rules for.
 - Ask who made them (the participants did).
 - Ask if they agree to follow them.
 - Ask if it's effective to have the rules written up on the wall but in reality everyone thinks its okay to break them? Then what will happen?
 - Ask what to do if people start to break the rules. Suggest that they can remind each other - and the facilitator will remind them too - what the rules are and what happens to the group and the success of the workshops if we all start to break the rules.
 9. Later write up a neat copy of the ground rules and stick it somewhere in the room where the facilitators and participants can see it at any time during the training/workshop period.

Resource Sheet:

Session 4:
Ground Rules

Resource Sheet: Ground Rules

What we can do to make this tree grow well, produce tasty fruit & provide cool shade?



Session 5: Who Am I?

What is it?

This is a quiet exercise for participants to do on their own and then share their experience with the whole group.

Why use it?

- To give participants the opportunity to spend some time to reflect on themselves, their life, personality, feelings and opinions.
- To give an opportunity to participants to discuss the purpose and usefulness of this kind of self-awareness.
- To increase participants' confidence to share their experiences in the group in a **safe** way.

Resources needed:

- Resource sheet 1 "Who Am I?" and resource sheet 2 "Knowing myself"
- Flip chart paper, marker pens, tape, pens.

Time:

90 minutes.

Facilitators' notes:

- Follow the guidelines for confidentiality and safety in the toolkit introduction.
- Most of the questions in the resource sheet "Who Am I?" are about participants' feelings. The most important thing to do in the session is help people talk about the different feelings that arise day-to-day in their lives.
- Often participants think this exercise is unusual. Sometimes they enjoy having time to think more deeply about themselves and talk to others about themselves. For some people it seems strange and a little uncomfortable. It is important that the facilitators are warm, kind, show empathy and interest in what participants say about themselves to build their confidence. One way to do that is to acknowledge what participants say when they talk about personal experiences, thoughts and feelings and to sometimes ask a follow up question so they can express more.
- Sometimes participants mistakenly think the purpose of "knowing yourself" and this session is to show they are a "good" person. That is not the purpose of this session. It is important facilitators acknowledge that young people want to be "good" and seek approval of facilitators and other adults. However in this session participants have some time to say what they genuinely feel and why – they do not have to try to be "good". The session is not about being good.

- The message of the toolkit is that young people need to know that having negative feelings like fear or anger or sadness is a normal part of life. Our feelings influence our lives, what we decide and how we behave. Recognising one's own feelings and being able to talk about them can help people make better decisions and take sensible action. If we blame young people and tell them they should not have "bad" feelings or encourage them to "forget" those feelings then they may deny or hide those feelings. One purpose of the toolkit is to give them the chance to learn to know and express their feelings as honestly as they can, so they can learn to master their own lives.
- Feelings and behaviour are different. It's okay to feel angry. It's not okay to be cruel to someone else or hit them because you are angry. It's okay to be sad. It's not okay to commit suicide because you feel sad. The toolkit message is to help young people find ways to express and act on their feelings which are safe for themselves and for other people.
- When participants share stories about feelings that seem to be troubling them then the facilitator must accept their feelings e.g. participant: "I am afraid of making a mistake". Facilitator: "how does making a mistake feel? Maybe it doesn't feel good to make a mistake?" Ask if s/he remembers the ground rules and what that says about making mistakes in this workshop (The rules should say that making mistakes is okay. You have to dare to make mistakes to learn).

How to use it:

1. Explain this exercise is called "Who Am I?" Write the question up. Ask if anyone has ideas how to answer that question about themselves. Encourage participants to describe themselves in different ways for example their age, sex, what they do, what they like and don't like.
2. Explain that now everyone will do a quiet exercise giving them an opportunity to reflect on what kind of person they are more deeply. Distribute the resource sheet "Who Am I?" Explain that now they will spend time on their own answering the questions and completing the incomplete messages in the resource sheet. After that they will have a group discussion.
3. Check that participants understand the questions on the resource sheet. Ask and elicit or provide one or two examples of answers for the questions you know will be most difficult or confusing and ask if any participant needs any further explanation.
4. After 20 or 30 minutes, start a discussion in a big group asking these questions:
 - What was it like to think and reflect about yourself and about how you feel?

- If the group seems relaxed and happy to share then ask a few volunteers to answer some of the questions in the big group. Select a question e.g. what makes you happy? Don't push anyone to answer more than they feel comfortable to say. Show warm interest and ask follow up questions of some participants. After people have shared their experience of feeling happy select another question e.g. what do like and what do you hate? Repeat the process selecting a few more questions. (see facilitators' notes).
 - What did you discover that was interesting or important to you about yourself?
 - Ask how they feel about telling other people things about themselves.
 - Ask if they think spending time reflecting on their own experience, life, feelings and ideas could be beneficial or useful in anyway?
 - Could knowing yourself help your relationships with other people?
5. Conclude by summarising the relevant points raised by participants in step 4 above. Add any of the ideas below they have not discovered. Explain we call this "self-awareness" (*squall kluon aeng*).

Self-awareness can help you:

- Understand about your life, what happens to you, the relationships you have with friends and family.
 - Understand what you think and feel and why you think and feel like that.
 - Know yourself and your own character more accurately. This will help you make decisions about your life and your relationships that suit the kind of person you are.
 - Communicate your feelings and needs and ideas to other people clearly – so you will have better relationships.
 - Understand other people. Although we are all different we are also very similar, so if I understand my own feelings then I can start to understand other peoples' feelings too.
6. Hand out the second resource sheet "Knowing Myself".
7. Explain that in this workshop we will often ask you to consider and talk about what you think or feel and why.

Resource Sheet 1: WHO AM I?

What do you **enjoy** or like most in your life?

What do you **NOT enjoy** or like in your life?

I'm happy when.....

I hate it when.....

One thing that makes me angry is.....
.....

What Makes Me Feel Ashamed Is.....
.....

I'm sad w
.....

What do you consider are your strengths? (E.g. talents, accomplishments, skills, abilities etc.)

Resource Sheet 1

Session 5:
Who Am I?



One thing I wish others could know about me is.....

I get excited when

I become frustrated when.....

I'm lonely when

I'm frightened when

when
.....

What would you like to improve or become better at? (E.g. skills and abilities you lack and would like to have.)

Resource Sheet 2: Who Am I?

SELF-AWARENESS CAN HELP ME

- Understand about my life, what happens to me, the relationships I have with friends and family ...
- Understand what I think and what I feel and why I think and feel like that.
- Understand how my feelings influence me and affect what I decide to do and how I behave.
- Know my own character accurately. This will help me make decisions about my life and my relationships that suit the kind of person I am.
- Communicate my feelings and needs and ideas to other people clearly – so I can have better relationships.
- Understand other people. Although human beings are all different from each other we are also very similar to each other. So if I understand my own feelings I can start to understand how other people feel too.

Session 6: Knowing Me, Knowing You

What is it?

Each participant completes messages on cards to describe themselves, then shares them with the big group.

Why use it?

- To give participants the opportunity to share something about themselves with other people in the group and find out what it feels like to reveal personal stories to others.
- To start to pay attention to what it's like to listen to other people's stories.
- To understand that to make strong relationships it's important to communicate about our thoughts and feelings to others and to listen to others communicate in the same way with us.

Resources needed:

- "Message cards". See the resource sheet for ideas about "messages" to use.
- A container for the "message cards".
- Pens, flip chart papers, marker pen, tape.

Time:

60 minutes.

Facilitators' notes:

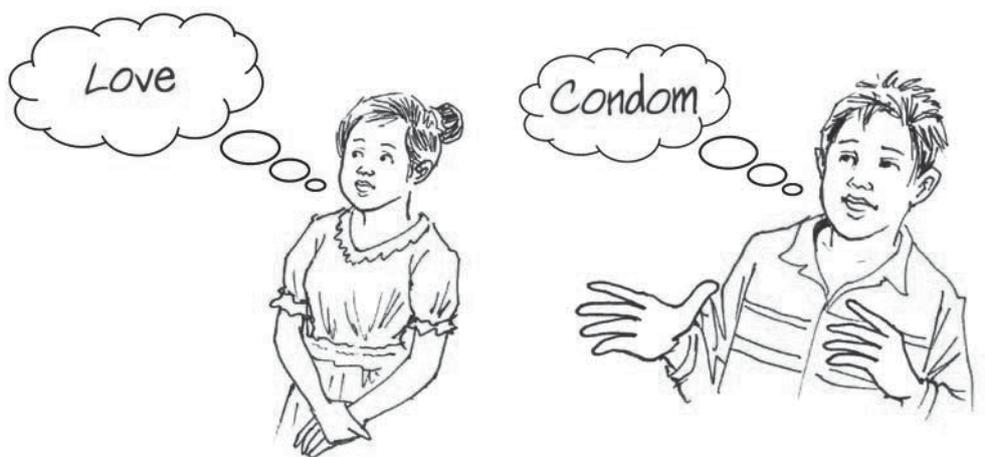
- This session links to the previous one session 5 "Who Am I?"
- When participants say that sometimes they feel hesitant or shy or scared to speak out, acknowledge and accept their feelings.
- Link to chapter 1 session 2 "Trust And Safety" talking about the benefits and risks of talking about ourselves to others. It is important to be trustworthy – as discussed in session 2 – for people who tell us anything personal. We should not misuse what they tell us. We should also assess how well we know someone and how trustworthy they are before we decide to express our own personal stories if they are serious.

How to use it:

1. Link to the previous "Who Am I?" session.
2. Say this session is called "Knowing Me, Knowing You." Explain that there are many things we humans don't automatically know about each other. No one can figure out everything about us just by observing us or being around us. For example: unless I told you, none of you would know that I (*facilitator shares*

something about their feelings or opinions that people in the group would not know unless you told them). There are many things in all your lives that we can't see or guess at either. This game will give a chance to participants to share their own thoughts, feelings and experiences with other people in the group.

3. The facilitator may need to remind participants about ground rules – confidentiality, listening to others, laughing and having fun together but not mocking others etc.
4. Ask participants to sit in a circle and put the “message cards” in the middle. Hand out pens.
 - Explain that on each card there is an incomplete message that you will complete. Use an example message with the whole group and check with participants that they understand how to complete the incomplete message.
 - Encourage participants to talk about themselves by sharing something about yourself too e.g. in response to the message “something or somebody I'm really afraid of ...” “I'm scared of ghosts” or “I admire xxx person because xxx”. Then elicit a few more responses from participants. When everyone understands continue.
5. Ask each participant to pick up one card each and complete it.
6. Then ask each participant (or volunteers) to read out their completed message aloud. The facilitator might want to ask other participants to add their own responses to the first response: “does anyone else remember having a crazy dream they'd like to share?” etc.



7. After participants have shared their stories ask participants:
 - How did it feel to talk about something that is personal?
 - How did it feel to hear other people sharing their personal things?
 - What are the benefits of sharing and listening to others share their experiences?

8. Conclude by telling participants that to make strong relationships it is very important to let other people get to know us by talking about our experiences and ideas and feelings. It's also important to listen with an open mind to what other people are telling us about their experiences, feelings and ideas, so that we can understand that person and their point of view. Listening and talking are both important to make us close to other people.

Resource Sheet

Session 6:
Knowing Me, Knowing You



Resource Sheet: Knowing Me, Knowing You

A person I admire ...	The craziest dream I ever had ...	The funniest thing that ever happened to me ...
My favourite possession ...	Something I like to do when I'm with my family ...	Something I really want ...
Something I really enjoy doing ...	My favourite place ...	A secret wish I have ...

A person I'd like to be like ...	One thing I'm sure I can do well ...
Something I want to keep forever ...	Something or somebody I'm really afraid of ...
My favourite day-dream ...	A person I love ...

Session 7: How To Deal With Our Feelings

What is it?

Big and small group discussions on feelings and how to deal with them.

Why use it?

- To help participants recognise and understand their own difficult feelings.
- To help participants know that everyone has difficult feelings and feels bad sometimes. It's normal.
- To introduce a method for planning positive action to take when you feel bad.

Resources needed:

- Flip chart paper, marker pens, tape.

Time:

90 minutes.

Facilitators' notes:

- Link to the previous sessions 'Who Am I?' and 'Knowing Me, Knowing You'. Both those sessions include opportunities for participants to describe and discuss their feelings and how to talk about ones own feelings and ideas to other people (how to make strong relationships through sharing).
- Be warm and interested and not judgemental about the feelings and behaviour that participants raise.
- As young people grow up they need opportunities to learn how to deal with strong feelings in a mature way.
- The message of the toolkit is that young people need to know that having negative feelings like fear or anger or sadness is a normal part of life. Our feelings influence our lives, what we decide and how we behave. Recognising one's own feelings and being able to talk about them can help people make better decisions and take sensible action. If we blame young people and tell them they should not have "bad" feelings or they should "forget" those feelings, then they may deny or hide those feelings. Then they will not have the chance to learn to know their feelings and themselves honestly and will not learn to master their lives well.
- Feelings and behaviour are different. It's okay to feel angry. It's not okay to be cruel to someone else or hit them because you are angry. It's okay to be sad. It's not okay to commit suicide because you feel sad. The toolkit message is to help young people find ways to express and act on their feelings which are safe for themselves and for other people.
- Practice/rehearse the session first with colleagues or friends so you have an idea how it turns out.

How to use it:

1. Write up the title of the session and briefly ask what participants think it might be about. Then divide a piece of flip chart paper into three columns and write “anger” at the top of the first column, “fear” at the top of the second column and “sadness” at the top of the last column.



2. Explain that today we are going to learn more about our feelings. This follows on from the previous sessions where we started to talk about “knowing ourselves”, - which includes knowing our feelings and communicating with other people and having strong positive relationships.
3. Ask what participants think about the three feelings written up on the paper. Has everyone felt those feelings in their lives? Do you like to have those feelings? Explain that these are difficult emotions that we probably prefer not to have but they are part of normal life and important to know about.
4. Explain we will talk about “anger” together in the big group and then go into small groups to talk about “fear” and “sadness.”
5. Ask what kind of situations provoke “anger” and get a few responses of different kinds of causes of anger for example “my mum won’t let me go out with my friends”, “when a man drinks the money the family needs for food and his wife then asks for money to prepare dinner”, “when the teacher tells a student off in front of everyone and makes her feel stupid”.
6. Then ask participants to call out what kind of things people do when they feel angry. How do they behave? Say you want to hear all kinds of different ideas. Prompt if you need to. Write the examples on the flip chart paper. The list for “anger” might look something like this –
Anger:
 - Yell at someone.
 - Trick someone in revenge.
 - Walk away, go somewhere quiet, try to calm down.
 - Beat his wife.

- Beat your child.
 - Say cruel things to the person who made you angry.
 - Say cruel things about the person who made you angry to other people to affect their reputation.
 - Talk to your friend.
 - Push the feeling away and try to forget what happened.
 - Talk to the person who made you angry, calmly.
7. Ask participants if they notice how our feelings provoke us or motivate us to certain kinds of behaviour.
- Explain that the feeling is okay. It's normal and natural for a human being to feel angry (or sad or scared) in certain kinds of situations. But some of the actions people take as a result of how they feel will have bad consequences.
 - Ask participants to describe the consequences of some of the actions written in their list of things people do when they feel angry e.g. "beating your child": the child may be physically injured, feel injustice and anger, no longer trust their parent ...
8. Write this question on the flip chart paper and ask: "*Which actions make the difficult emotion feel a bit better and do not hurt someone else or ourselves?*"
- Go through the list discussing with the participants and circle those actions: e.g. "walk away ...", "talk to a friend" and "talk to the person."
 - Explain that we do not include "push the feeling away ..." because often if you deny a strong feeling and don't deal with the situation in which it arose then the situation will not be resolved and the feeling will come back later.
9. Explain that the actions that don't hurt others or ourselves and make us feel a bit better are called "*positive actions*". Write that phrase on the flip chart paper under the written question.
- Say If we act positively when we feel angry that will help us follow the proverb "do not respond in revenge". Ask the participants what positive actions they could take – including the ideas already on the flip chart paper and adding more ideas if they can – when they feel angry?
10. Divide the big group into small groups.
- Write up and explain the following instructions:
 - i) What situations provoke that feeling?
 - ii) What different actions do people take when they feel like that?
 - iii) Which of these actions make you feel a little better and don't harm anyone else including yourself?
 - Half the small groups answer those questions about "sadness" and the other half answer the questions about "fear".

- Hand out flip chart paper and marker pens.
- Explain they will need to present what they have done to the big group.
- Make sure the small groups really understand what to do by checking in on each small group as they start their work.

11. Ask for just one presentation for each feeling – “sadness” and “fear”. Those who are not presenting should add extra ideas if they have them.

12. Summarise or help the participants summarise the session: everyone has to deal with sadness, anger and fear (and other difficult feelings too) in their lives. It’s normal. Those difficult feelings can be very strong and motivate us to take action that might make the situation worse not better. We can help ourselves and each other by making sure that our actions follow these guidelines for positive actions. These are actions that: i) do not hurt others ii) do not hurt ourselves iii) make us feel a little better.

13. Explain there is another session on how to deal positively with difficult feelings next in session 8. First we’ll have a rest and play an energetic game.⁶

Ideas Into Action: ask participants to notice three different feelings they have in the next few days and pay special attention to them. Notice what provoked the feeling. Notice what action you took as a result of the feeling. Make some notes about it and report back to the big group later.

⁶ This exercise originally featured in WVC’s “Peace Road for Children” & has been amended for use in this toolkit.

Session 8: Three Steps To Managing Difficult Feelings

What is it?

A follow up to session 7 on managing feelings, in which first participants draw a picture to express how they feel and then learn through a big group discussion about a three step method to manage themselves when they feel bad.

Why use it?

- For participants to learn a constructive and simple method to manage themselves when dealing with difficult feelings.

Resources needed:

- Resource sheet “Three steps to managing difficult feelings” – for participants.
- Colours of crayons, colours of paper , flip chart paper, marker pens, tape.

Time:

90 minutes.

Facilitators’ notes:

- This session follows session seven.
- Refer to the safety guidelines in the toolkit introduction as this session involves asking volunteers to draw and talk about their own personal experiences.
- Read the facilitators’ notes and resource sheets from the previous sessions 5 – 7.
- Read this session’s resource sheet and make sure you feel confident in your understanding of its main points before facilitating this session.
- When reading the story in step 5 of this session, read with expression and feeling so that participants empathise and understand.

How to use it:

1. Ask participants what the three “difficult feelings” are that they discussed in the last session 8: anger, sadness, fear. Explain we are going to do some more work on difficult feelings and how to manage them.
2. Write on the flip chart paper three pairs of feelings i) “sad time/happy time” ii) “a time I was angry/a time I was happy” iii) “a time I was scared/a time I was happy”.
 - Explain that each participant can choose which pair to draw. If for example someone chooses the last pair s /he will draw first a picture of a time in her life when she was afraid. Then she will draw a picture of another time in her

life when she was happy. The two events or memories do not have to be connected:

- Explain that you have put “happy times” in so participants have a chance to remember their good experiences after remembering difficult feelings and situations. So draw the difficult feeling first and then the happy feeling.
 - Explain that it does not matter at all if you are good at drawing or not. It's not a drawing class. Drawing is just a way to remember, think about and express how you feel.
 - Explain you don't have to talk about your drawing if you don't want to.
 - Put all the crayons and paper in the centre of the group and let each person take what they want so they can draw.
 - Ask people to sit away from others, so they have the space and quiet to remember and draw.
 - Ask people to be quiet for a few minutes before they start. Ask them to remember times when they felt bad and times they felt good. Say: choose one particular, specific real thing that happened that made you feel either sad or afraid or angry and draw it. Can you show how you felt at that time in your drawing by the shapes and colours you use? Next choose one specific real thing that happened that made you feel happy and draw it. Can you show how happy you were through the colours and shapes in your drawing?
 - Give them 20-30 minutes.
3. When everyone is finished and back together in the big group ask if two or three volunteers want to show and talk about their drawing. Explain they have a few minutes each to do that.
 4. Write “three steps to help us deal with difficult feelings”. Step 1. Step 2. Step 3, on flip chart paper. Explain that now everyone has fresh in their mind what its like to have a difficult feeling based on real-life experience we are going to learn about three simple steps to deal with those difficult feelings. We are going to use what we learned in the previous session “our feelings and managing them” (session 7) and add more.
 5. Explain you will use a story to help everyone go through the steps. Tell the story: imagine your friend has lied to you and you find out and feel angry. However you like your friend, s/he does not normally lie and you do not want to be accused of causing trouble, so you persuade yourself there's no reason to be angry and push the feeling down out of sight. You act as though things are normal. Then when you play volleyball with your friend next day you deliberately knock her/him to the ground and hurt her/him. Now s/he's angry with you and you have a big problem with your friendship. Maybe if you had acknowledged you were angry at the start and not denied it then you could have done something about it before the problem got bigger.

6. Ask participants how they would feel if someone close to them lied. Ask how they would feel about losing a good friend. Ask if people have behaved in a similar way – denying or suppressing a feeling. Have they ever noticed that sometimes denying a feeling leads to the problem getting bigger later on?
7. Write up: **Step 1: What am I feeling?** Explain that the first step to dealing with a difficult feeling is to **recognise** we feel that way. Sometimes when we feel angry or scared or sad or jealous (or any other difficult feeling) we think maybe we are bad to feel that way. Maybe we feel guilty for having a negative feeling or it makes us feel so bad we just want to escape from it, or we don't know what else to do. Escaping for a while might be okay but often we have difficult feelings because of a particular situation and we need to do something to change the situation – not ignore it.
8. Ask participants what it means – “to *recognise* how I feel”? It means we can describe how we feel when we think about the situation inside our own heads and when we talk to others. We can answer the question “what am I feeling?”
9. Write up **Step 2: Why do I feel that way?** Explain that the second step is to ask yourself “why do I feel that way?” It means we try to understand what happened that resulted in us feeling like this.
 - **Explain:** often we feel bad and kick the dog or yell but we don't know why. If we feel like kicking the dog we need to ask first “what am I feeling?” (Angry) and then ask “why do I feel that way? What happened?” If I feel like running away from home I need to ask, “What am I feeling?” (Very sad and lonely) and then, “why do I feel that way?”
 - **Explain:** it's also useful to try to understand the other people in the situation. It could help us and them if we understood their feelings and why they do what they do. For example, why did the “friend” in our story lie? Ask participants to suggest reasons why someone might lie to their friend.
 - **Explain:** this understanding of other people's feelings and why they do what they do is called ‘empathy’. It doesn't mean we agree with what they do or have the same feelings, but we can understand theirs.
10. Ask participants for suggestions on what you can do to think more about why you feel a certain way. Answers might include: thinking in a quiet place or going for a walk to think, talk to someone you trust, write everything down and read it, draw a picture about the situation ...
11. Move on to “step 3.” Ask if anyone remembers what we all discussed in the last session (session 7) on “our difficult feelings and how to deal with them” to do with the kind of actions we could take when we are having strong difficult feelings. What was the question we asked ourselves to decide what to do?

When participants remember “What can I do that makes me feel better and not hurt another person or myself?” check they understand it. Then write up:

Step 3: Choose a course of action that makes me feel better & does not hurt another person.

- Ask participants to suggest some positive actions they could take if their friend lied to them.

12. Read through the three steps now written on the flip chart paper.

- Ask participants what they think of this method for managing difficult feelings.
- Answer any questions.
- Explain you want everyone to experiment and practice using the steps in their own lives when they next are in a situation when they have difficult feelings. They can report back to the toolkit workshop later if they feel comfortable to do that.

13. Distribute the resource sheet ‘Three Steps To Managing Difficult Feelings.’⁷

Ideas Into Action: ask participants to notice over the next few days or weeks when they have a difficult feeling like sadness or fear or jealousy or anger in their daily lives and to try following the three steps. Notice how they feel and what they do. Facilitators remember to ask participants about this the next day or at the next workshop.

⁷ This exercise originally featured in WVC’s Peace Road for Children and has been amended for use in this toolkit.

Resource Sheet 1: Three Steps To Managing Difficult Feelings

MANAGING OUR DIFFICULT FEELINGS

- Difficult feelings like fear, sadness, anger, jealousy, broken-heartedness (*coch chet*), inferiority (*aun*) are a normal, natural part of life. Everyone feels them sometimes.
- Our feelings influence our lives, what we decide to do and how we behave.
- If we have very strong, difficult feelings we sometimes:
 - Behave suddenly and impulsively - like hitting someone or saying something cruel and nasty when we are angry.
 - Deny the feeling and try to push it away and behave like everything is normal. If the feeling is strong we might find it makes us do things, but because we've suppressed it we don't know why we are doing them. Then we are not in control of our actions.
- Recognising one's own feelings and being able to talk about them can help us make better decisions and take sensible action.
- Feelings and behaviour are different. It's okay to feel angry. It's not okay to be cruel to someone else or hit them because you are angry. It's okay to be sad. It's not okay to commit suicide because you feel sad.
- The Three Steps is a method to help us manage our difficult feelings.

Step 1: What am I feeling? - I need to recognise my feeling(s).

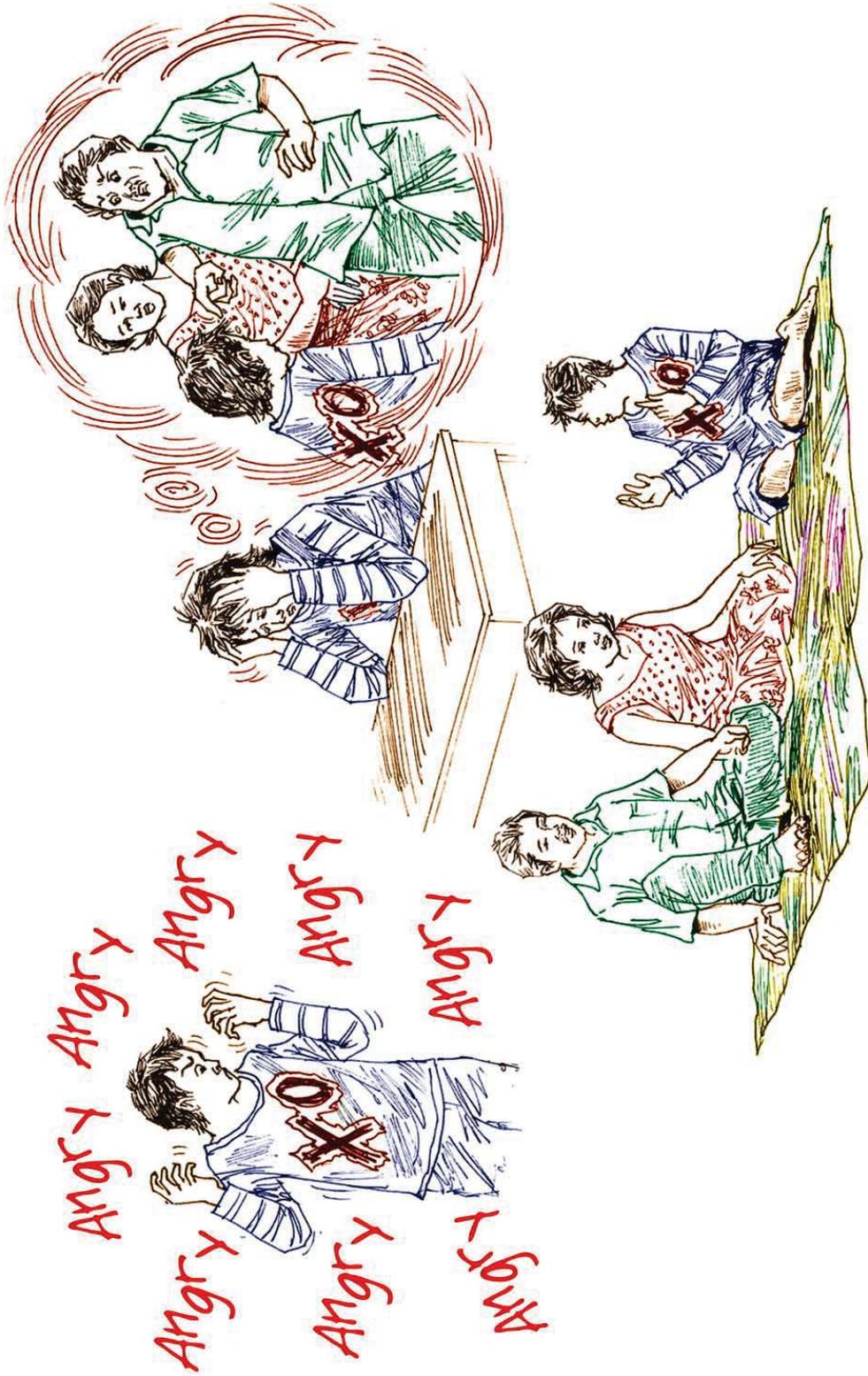
Step 2: Why do I feel that way? - What happened?

Step 3: Choose a course of action that makes me feel better & does not hurt another person - Decide on a positive action.

Resource Sheet 2

Session 8:
Three Steps To Managing
Difficult Feelings

Resource Sheet 2: Three Steps To Managing Difficult Feelings



Session 9: Learning To Listen

What is it?

An exercise in which pairs of participants practice listening to each other, followed by a big group discussion to learn from the pairs' exercise.

Why use it?

- To notice why we like to be listened to attentively.
- To notice what's difficult about listening to others.
- To understand the importance of listening in order to understand other people (friends, family and other people in the workshop), take care of them and make strong relationships.

Resources needed:

- Resource sheet "Learning to Listen" for participants.
- Flip chart paper, marker pens, tape.

Time:

60-90 minutes.

Facilitators' notes:

- Sometimes participants don't follow the steps of being a speaker and a listener correctly the first time they do this activity. If so laugh about it, stop everyone and start again. They need to do it properly to get results and learn from it.
- Practice the exercise with friends or colleagues first so you know what will happen!
- Use the resource sheet to prepare and to check what kind of issues you need to talk about and how to respond to what participants raise.

How to use it:

1. Explain that everyone is going to do an exercise to practice listening. That might seem a bit strange as listening is something we all do everyday without any special practice!
 - Remind participants about what they discovered about speaking out about their experience and listening to others in previous sessions (Trust and Safety, Who Am I? and Knowing me, Knowing you).
 - Ask if anyone has any idea why we might want to practice and learn more about "listening"?

- Put everyone into pairs. Ask them to sit facing each other in a way that is comfortable and relaxed, not too close and not too far. If necessary move people to show what you mean by facing each other comfortably.



- Ask everyone to be quiet for a few moments to remember an occasion when they felt very happy or when something very important happened to them that they feel comfortable to talk about.
- Explain that in their pairs, they will take turns to talk about this memory and their partner will listen. Decide in each pair who will be the speaker first and who will be the listener. Check people understand.
- Instruct the speaker to start telling their story and the listener to LISTEN CAREFULLY to their partner's story.
- After three minutes call out "stop!" Ask the pairs to change roles so that the previous listener now tells their story and the previous speaker listens carefully.
- In the big group ask (and also write the questions you want to ask on the whiteboard or flip chart paper):
 - What was it like to be the speaker?
 - How did the listener make you feel?
 - What was the listener's behaviour like? Interested? Bored? Did they really listen? Did they respond sensitively? Did they ask any questions and did those questions help or hinder your story-telling?
 - What was it like to be the listener?
What did you learn about the speaker? How do you think s/he was feeling? What was the main point of her story? What did you notice about the expression of her face, body language, tone of voice?
 - Is it easy to listen? What kind of obstacles are there to listening well so the speaker feels good to talk to you?
- Facilitator to decide - now everyone understands this activity better because they have practiced it once - if it would be helpful to repeat it again, do steps 3 to 7 again.
- Draw a line down the centre of a piece of flip chart paper. On one side write "Do's" and on the other side write "Don'ts". Ask participants to help you make a list of a few main points on how to be an attentive listener: what to do and what not to do to be a good listener.

10. Ask why it's important to listen well to others (why do we all like someone to listen to us attentively?)
11. Summarise the main points participants have raised and link them to the session objectives. Hand out the resource sheets 'Learning to Listen'. And the facilitators read them with participants.

Ideas Into Action: listening experiment: when you go home notice how well you listen to the next person you have a conversation with. Notice if there are any obstacles to listening attentively. Notice obstacles outside yourself (like a noisy place) and inside yourself (you are worried about something else and cannot pay attention). What did you understand from listening about the speaker's feelings and thoughts? Take some notes and report back to the workshop tomorrow.

Resource Sheet

Session 9:
Learning To Listen

Resource Sheet: Learning To Listen

Learning To Listen

- **Listening attentively is valuable:** we all like to tell our stories to someone who listens to us attentively and who tries to understand our heart. It helps us speak out. It helps us think more deeply about what we are saying. It makes us feel warm and valued and confident.
- When we listen to other people carefully we can understand what they think and what they feel.
- **Listening is hard work!** It's hard to listen because we often want to talk and to interrupt!
- **How to listen well:**
 - ▶ Take a deep breath and decide to concentrate on the other person. Put aside your own concerns for a while.
 - ▶ Feel interested in the other person. You need to *want* to understand what they are feeling and thinking.
 - ▶ Look at the person and make appropriate eye contact. Smile and show friendship.
 - ▶ Pay attention to the person's facial expression, tone of voice and body language as well as the words they say. For example, is their face sad or smiling? Is their body relaxed or lively or tense? What do those signals tell you about their feelings?
 - ▶ Be worthy of the trust of the speaker. Keep confidentiality. Don't ever push someone to say more than they want to.
- **How the speaker knows if you are listening attentively:** if you are listening well and following what the speaker is saying and trying to catch his/her ideas and feelings, it's normal to respond in ways like this:
 - ▶ Nodding your head to encourage him/her.
 - ▶ Changing your own facial expression in reaction to his/her story like showing concern when s/he talks about something bad happening or smiling when s/he talks about something good happening (but not so much you take attention away from him/her to yourself).
 - ▶ Asking some questions to check you have understood and to help him/her talk more (but not so many questions you interrupt what s/he wants to say).

Session 10: Children's Rights

What is it?

Participants brainstorm and then use pictures to make a list of children's rights. A big group discussion summarises the session.

Why use it?

- To introduce participants to – or to refresh their memories about - the four “baskets” of children's rights.
- To introduce the idea of discrimination and why it is wrong.
- To link the rights of children to survival, protection, development and participation to the toolkit.

Resources needed:

- Resource sheet “Children's Rights” for all participants.
- 16 pictures of the children's rights.
- Copies of the CRC for facilitators to read.
- Flip chart paper, marker pens, tape.

Time:

60 minutes.

Facilitators' notes:

- To prepare, read the CRC and the session's resource sheet. You need to understand the main principles and articles of the CRC to facilitate this and other child rights sessions.
- It's important to connect the participants' suggestions about what child rights are to how the rights are written in the CRC and to correct any misunderstandings.
- The definition of “rights” is difficult and abstract. It's more important to ensure that participants understand particular child rights than the abstract definition of the word.
- It is very important to introduce the idea of “discrimination” and ensure people understand what it means by using real examples and asking people to imagine how they would feel if discriminated against. It links to chapter 2 and the idea of gender inequality (discriminating against girls and women).

How to use it:

1. Explain that this session focuses on children's rights. Ask participants what they know about children's rights already. Then adapt the rest of the session to their level of knowledge. If they know about child rights and the “four baskets” of rights already then make the session a refresher session with the participants leading the session.

2. Say: before we talk about children's rights, you should know two key words "child" and "rights." Can you tell me what a "child" is and what a "right" is? Write up on flip chart paper or the whiteboard the main points of the answers. Summarise participants' answers based on the information provided in the resource sheet.
3. Ask for as many examples of what kind of rights children have as participants can give you.
 - Divide the flip chart paper into four (like the resource sheet). Write the name for one of each of the four "baskets" of rights - survival, protection, development and participation – on each quarter. Write any correct answers from participants under the appropriate "basket". For example, "we've got the right to have a home" goes under survival and "we've got the right not to be beaten seriously" goes under protection.
 - Prompt if necessary by asking questions about each "basket" e.g. development: what do children need in order to develop into adults well? Protection: what do you need to be protected from?
4. Then divide participants into four groups and give each group four of the pictures.
 - Ask them to discuss together in their groups so they can match the pictures to the four baskets of rights and to their own suggestions about rights children have which are already written on the flip chart paper.
 - Then stick the pictures up in the "basket" it fits with.
 - Say you will ask each group to explain their results – what they think the card represents and how it connects to the rights to survival or protection or development or participation - to the big group in about 15 minutes time.
5. Participants give four brief presentations explaining what the pictures represent and why they stuck them where they did. Facilitator asks prompt questions and adds information and ideas if many of the main points mentioned in the resource sheet are missing.
6. Summarise by explaining that there are four main kinds of child rights: survival, protection, development and participation. They are often called the "four baskets of rights". Describe what kind of specific rights each of those four baskets covers referring to the resource sheet and including the suggestions the participants have already raised.
7. Ask if any participants know what organisation first agreed these rights and how it happened. Hand out the resource sheet on children's rights and briefly explain the facts written there about the origin of the "CRC".
 - Check whether participants understand any technical words used e.g. United Nations (UN).

- Check that participants understand points 5 and 6 in the resource sheet particularly:
 - **Point 5:** is about not discriminating. Provide – or ask participants to provide - examples of discrimination and ask why the CRC says discrimination is wrong. Ask if there is anything in our ground rules about discrimination? How would you feel if someone thought you were not worthy of respect because they did not like your sex, colour or the nation you came from? What are the consequences of discriminating against someone? Why is it wrong?
 - **Point 6:** make the point that child rights go with responsibilities. If we want to enjoy our rights to live, develop, be safe and take part in society then we must also help others do the same thing. The point about “rights” is that everyone has them equally.

- 8. Conclude the session by asking participants their ideas about how the toolkit links to children's rights.
 - The toolkit is about violence and abuse – so it is connected to “child protection.”
 - The workshops give young people the chance to think and discuss and learn about important social issues as they are growing up, so it is connected to “child development”.
 - The workshops give young people a chance to meet together and share ideas and fun, so it is linked to “child participation”.
 - Answer any questions and finish.

Resource Sheet

Session 10:
Children's Rights

Resource Sheet: Children's Rights

FOUR BASKETS OF CHILDREN RIGHTS

	<p>1. Rights to Survival - includes rights to adequate, nutritious food (Picture1), shelter (Picture2), quality health care (Picture3) and the right to have a legally registered name and nationality (Picture4).</p>
	<p>2. Rights to Protection - includes rights not to be discriminated against (Picture5), to be protected from all kinds of physical and mental violence, injury or abuse (Picture6), neglect, maltreatment or exploitation from the adults taking care of the child, to be protected from sexual abuse (Picture7), exploitation of their labour (Picture9) and to be protected from drug use (Picture8).</p>
	<p>3. Rights to Development - includes to get warm care from parents (Picture10), to go to school (Picture11), relax and play (Picture12), get appropriate and reliable information as long as the information is not damaging to them or to others.</p>
	<p>4. Rights to Participation - includes rights to express their opinions freely (Picture14) and be heard, have access to appropriate and reliable information as long as the information is not damaging to them or to others (Picture15), meet together, relax, have fun, join groups, form groups (Picture16), and participate in social activities with others (Picture17).</p>

Resource Sheet

Session 10:
Children's Rights

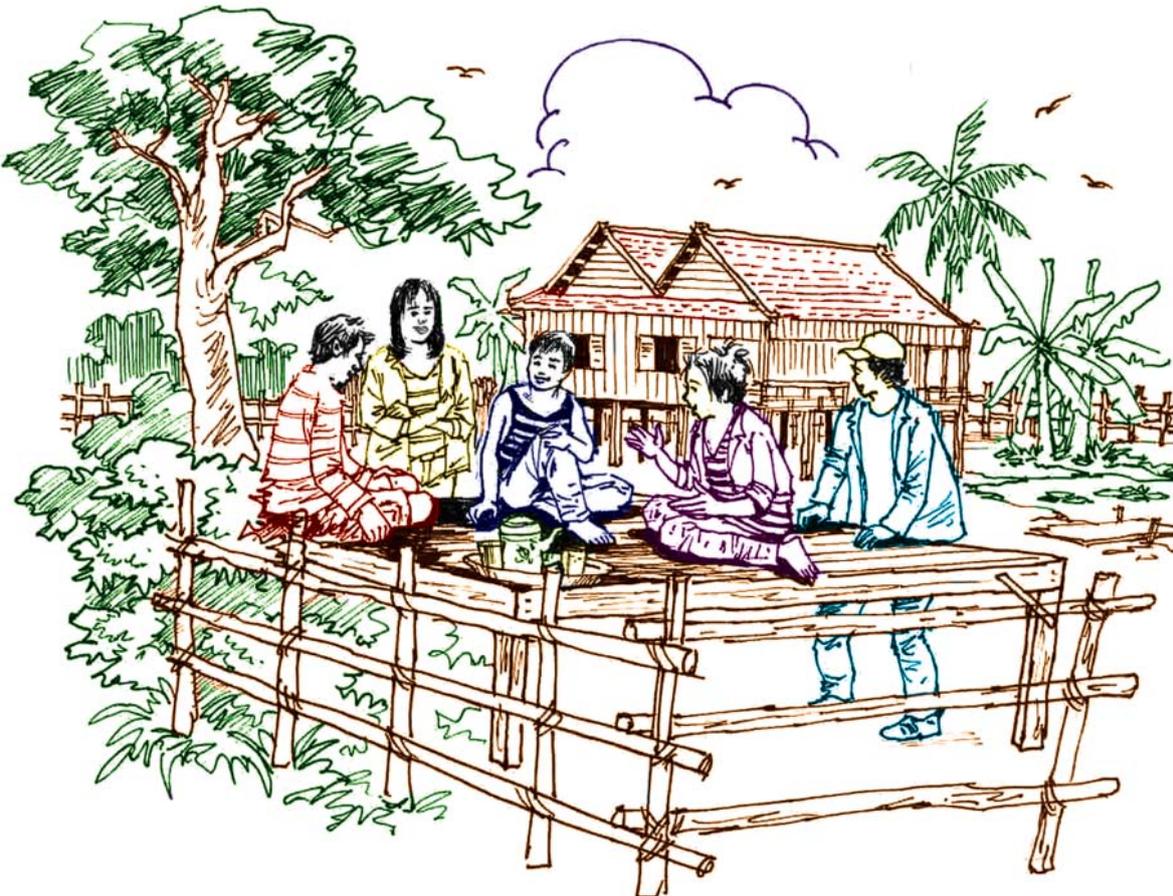
1. World leaders believe that all children are special and important to society and need to be protected and supported. So they met in 1989 in the UN building in New York and wrote down all the rights they believed every child in the world should have in a document called "the CRC". They all agreed to take action to give children their rights.
2. The CRC defines a "child" as a person under the age of 18.
3. "Rights" means several different kinds of things. Rights include the basic standards of life, freedoms and justice that a child or young person needs to reach their full potential and to mature into a good citizen.
4. By December 2008, nearly every country in the world (193 countries) had agreed to follow the CRC and make plans to ensure all children in their country gain their rights. The RGC signed the agreement on 15 October 1992.
5. The CRC states that all children have these rights, whoever they are, whoever their parents are, whatever the colour of their skin, whatever language they speak, whatever religion they belong to, whether they are a girl or a boy, disabled or not, rich or poor. This is a rule against discrimination. (CRC: Article 2).
6. The CRC states that the purpose of educating children is to help them reach their full potential physically and mentally. It must also prepare them to live a responsible life "in a spirit of understanding, peace, tolerance, equality of the sexes and friendship amongst all peoples," whatever their nationality or religion. It also says that children should be educated to develop respect for their parents and for other people's human rights. (CRC: Article 29).

1. Rights To Survival

1



2



3



4



2. Rights To Protection

5



6

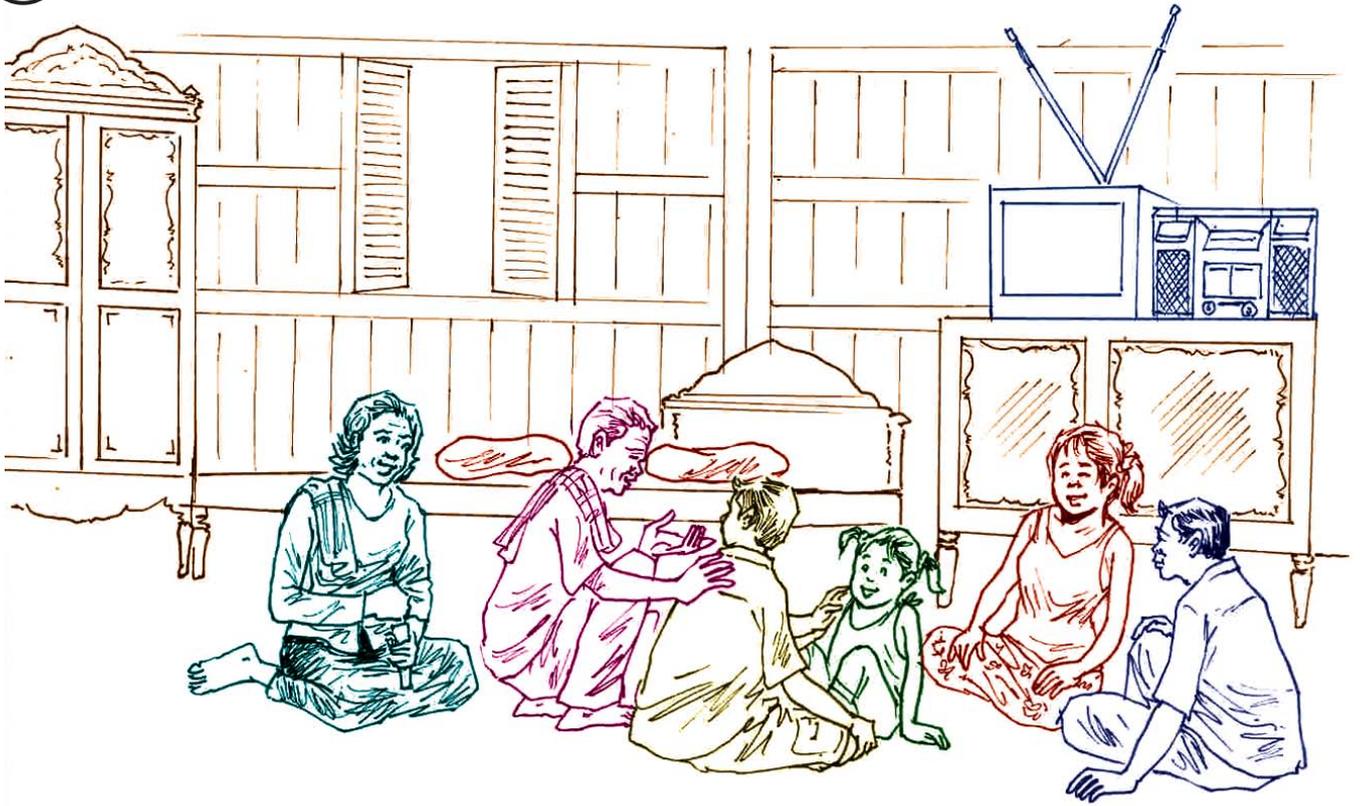




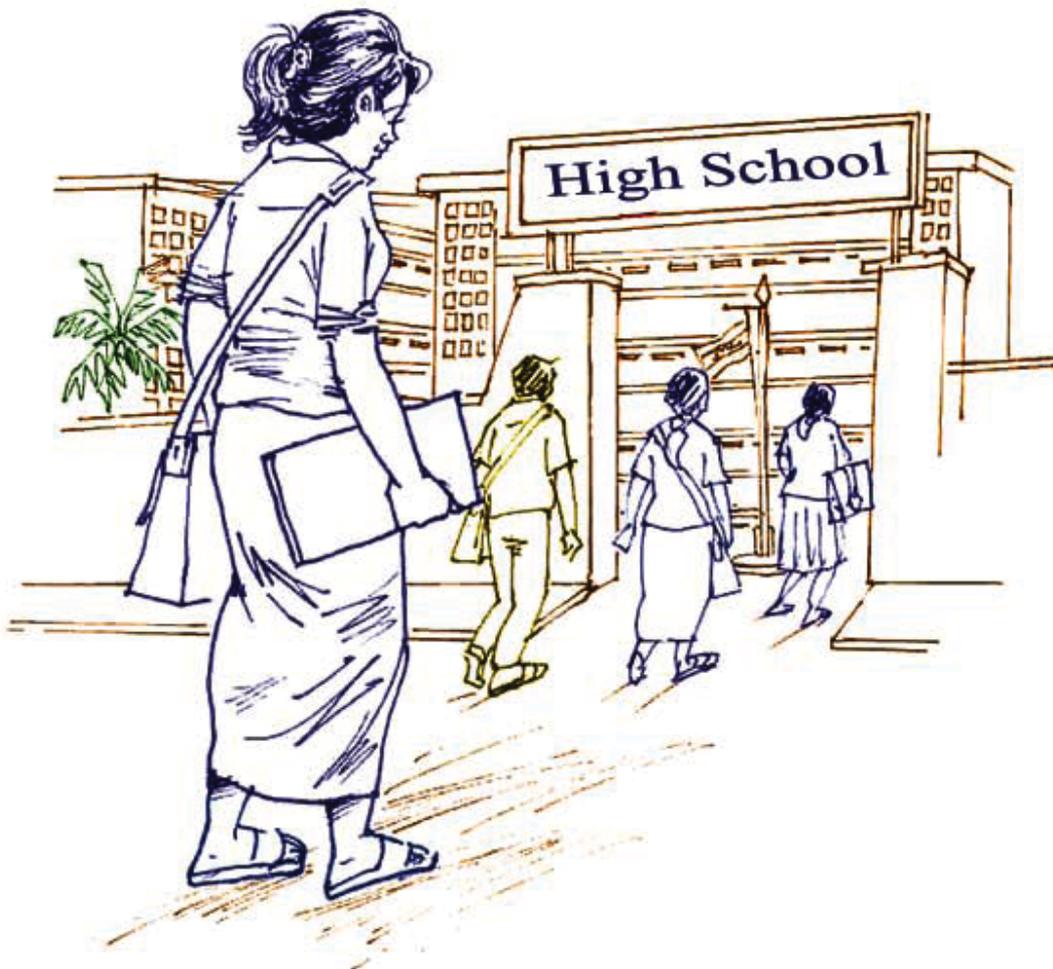


3. Rights To Development

10



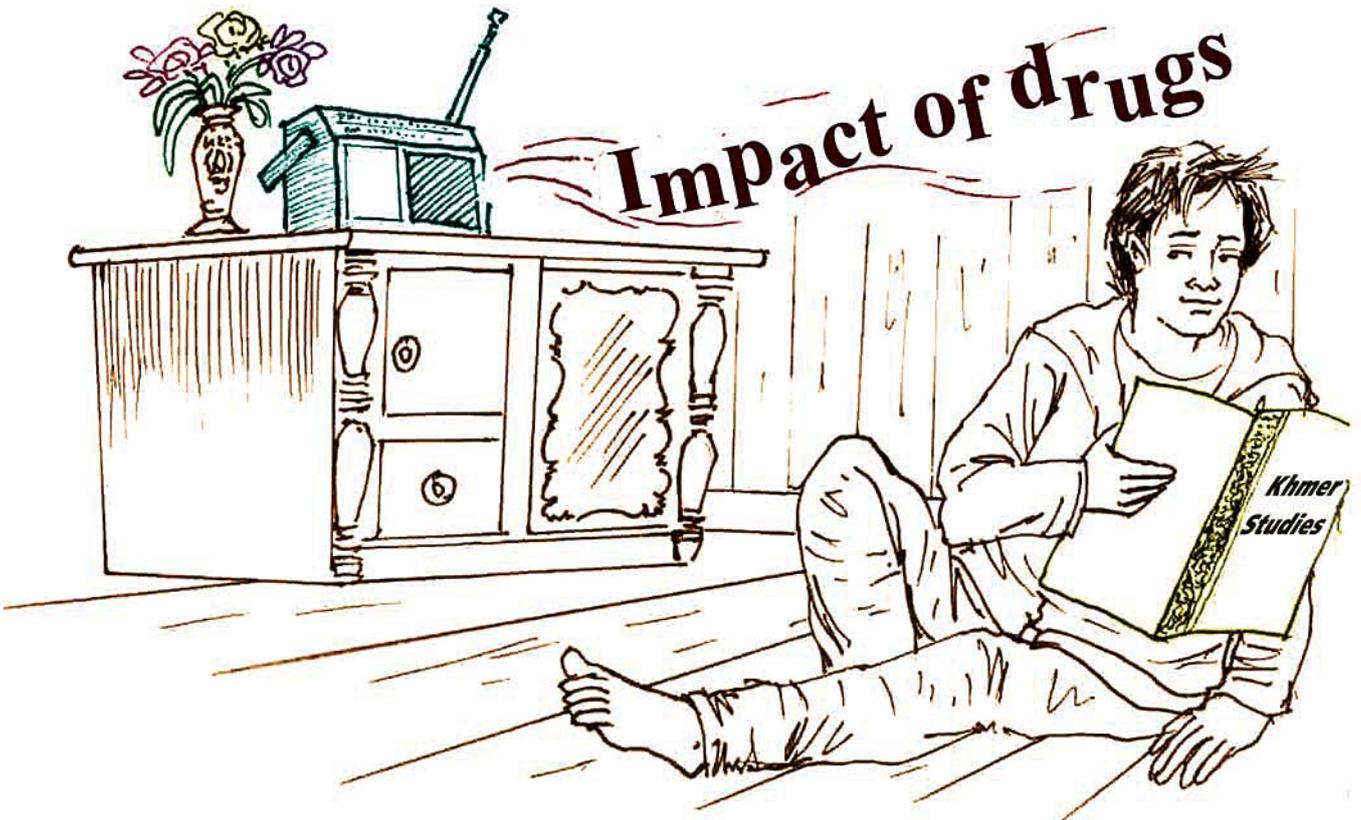
11



12



13



Impact of drugs

4. Rights To Participation

14



15





Session 11: Children's Rights In Real Life

What is it?

A small group exercise using case studies, followed by participants' presentations to the big group and a big group discussion.

Why use it?

- To help participants understand children's rights more deeply by applying those abstract rights to "real life" situations.
- To give the participants a chance to practice making their own judgements about situations based on the principles of children's rights.
- To link children's rights to the toolkit issues of domestic violence, sexual abuse and non-discrimination and to take a first step at discussing those issues.

Resources needed:

- Resource sheet 1 "case studies": for participant.
- Resource sheet 2: for the facilitator.
- A copy of the CRC for the facilitator to refer to if s/he needs to refer to it.
- Flip chart, marker pens, tape.

Time:

60-90 minutes.

Facilitators' notes:

- This session follows session 10 on Children's Rights. Participants need to understand what children's rights are before taking part in this session.
- Read the resource sheets to prepare for the session.
- More about case 1: A recent report on child rights in Cambodia discovered that young people think that justice and marrying someone you love is more important than maintaining face and family reputation.
- More about cases 2 and 3: Make sure you understand the difference between abusive and constructive discipline described in these cases.

How to use it:

1. Ask participants what they remember about the previous session on children's rights (session 10). Explain that we need to know what "child rights" mean in real life not just written in the CRC. So participants will work together to consider and to make judgements about a few different real-life situations to decide if the actions taken by adults in those situations are an abuse of children's rights or not.
2. Divide participants into four groups and distribute the case studies' resource sheet to everyone.

- Explain there are four case studies. Each group will discuss a different case and prepare answers to the questions written under each case to present to the big group.
 - Explain that three of the cases are abuses of child rights and one is not.
 - Explain that they are all cases connected about child rights that connect to the toolkit issues which we will talk about more in later sessions.
 - Ask participants to take time to discuss and think *before* they start to write down answers! Listen to everyone in your group.
 - Tell each group which case they should answer.
 - Provide flip chart paper and pens to write their answers.
 - Go around with other facilitators to check participants understand the case studies and the questions. If they need help with finding the answers help by asking prompt questions.
3. When each group has completed their answers, ask participants to present their answers, one by one. Ask other groups to offer their opinions too.
 4. After each presentation affirm or correct the answers given, using the facilitator's resource sheet. Discuss each case and prompt people to think why it is or is not an abuse of children's rights.
 - Help participants compare the kind of punishment parents give to their sons in case 2 and case 3. Ask what they think about each kind of punishment. What is the difference between these methods of punishment? What happens in their own families? What kind of punishment will they give to their children when they are grown-up and married?
 - Ask if children and young people in their own village get treated the same – or similar - as the children in these three child rights abuse cases?
 - Ask if people have questions and answer them.
 5. Conclude that children and young people deserve to be protected from harm. To protect children from different kinds of violence, adults might have to change some of their behaviour towards children at home and in the village. This also applies to the young people in the workshop who will be adults soon. Adults who have responsibility to care for children also have the duty to give children guidelines for behaviour and to discipline children in a constructive way when children break reasonable rules (like stealing).

Resource Sheet 1: Children's Rights In Real Life

CASE STUDIES

Case Study 1

A fifteen year old girl is raped by a man in her village. Everyone in the village is horrified and wonders what will happen to the girl next. The girl's parents go to the village chief and together they decide that the man who committed the rape must be forced to marry the girl. The girl does not want to marry the man as she is very scared of him and would rather carry on at school. Her parents tell her she must marry to save her own and the family's reputation.

- Is the rape against the girl's rights or not? Explain the reason for your answer.
- Is the decision to marry the girl against her rights or not? Explain the reasons for your answer.
- What "basket" of rights is this situation connected to?

Case Study 2

A twelve year old boy comes home later than his mother asked him to. He was playing with his friends and forgot the time. His parents have forbidden him to play with friends and told him to come home directly after school several times before, but he still does not obey. His father is so annoyed that his son comes home late again that he pushes his son into the house shouting insults at him and hits his son ten times with a leather strap. He does not talk to his son about what has happened.

- Is the father's punishment of his son against the son's rights or not? Explain the reasons for your answer.
- What "basket" of rights is this situation connected to?

Resource Sheet 1

Session 11:
Children's Rights In Real Life

Case Study 3

A twelve year old boy steals from a shop. His parents find out and are very angry and worried. At home, in private, they tell him what he did was wrong. They ask him to explain why he stole. They ask him to imagine how he would feel if someone stole from him. They ask him to think what people will think of him and his family if they know he steals. They explain that the shopkeeper is like them – he works hard everyday to make a living. They arrange for their son to go to the shopkeeper and apologise for what he did. Then they make him find a small job to earn some money to pay the shopkeeper back.

- Is the parents' punishment of their son against the child's rights or not. Why?

Case Study 4

A thirteen year old girl is studying at school. One day while a few of her friends were playing jump rope made of rubber circles, she went there and asked them for a permission to play with them. She was refused, and they said, "we don't want you to play it with us because you're poor and dirty and have dark complexion". They also added, "you, such a stupid and poor girl, had better do the farm work and look after your cattle instead of coming to study here".

- Are her friends' behaviors against the rights of the girl or not? Give reasons for your answer.
- What basket of rights is this situation connected to?⁸

⁸ These case studies originally featured in the FHI Parenting Club curriculum & have been amended for use in this toolkit.

Resource Sheet 2: Children's Rights In Real Life

FOR FACILITATORS

Facts to help answer the questions about the case studies

CRC = Convention on the Rights of the Child

Case Study 1: A fifteen year old girl is raped by a man in her village.

Facts to help with answers:

- The rape is an abuse of the girl's rights. Rape is sex without consent. A child cannot give "consent" even if the child agrees. It is connected to the rights to protection e.g. CRC Article 34 protects children from all forms of sexual abuse including adults forcing or persuading children to have sex.
- The marriage is against the girl's rights. It is marriage without consent. It is connected to the same Article 34, as within the marriage sexual abuse will continue.
- According to the Cambodian "Marriage and Family Law" of 1989 "too young" marriage and forced marriage is illegal. A woman must be 18 to be married.

Case Study 2: A twelve year old boy comes home later than his mother asked him to.

Facts to help with answers:

- It is against the child's rights. This punishment is violent and abusive. It is connected to the rights to protection. CRC Article 19 says that children should be protected from physical or mental violence, injury or abuse ... or maltreatment from any adult who is caring for them including parents.
- It is also connected to children's rights to participation and to development. Often parents think it is a waste of time for children to spend time with friends. In fact it is necessary for children of all ages to spend some free time with their peers to learn how to make relationships and communicate and share activities together and start to take part in society. This is as important a way of learning as going to school. Keeping children at home all the time can be damaging.

Case Study 3: A twelve year old boy steals from a shop.

Facts to help with answers:

- The parents' behaviour is not against child rights. They explain to him that they are angry and why they are angry – that he has stolen something which is against the law and has hurt another person (the shopkeeper). They find a way for him to take positive action to make better his mistake (apologising to the shopkeeper and paying him

Resource Sheet 2

Session 11:
Children's Rights In Real Life

back for the thing he stole). They ensure he takes responsibility for the consequences of his actions. They give him an opportunity to think about and explain his reasons for stealing. They do not physically hurt him or insult him.

Case Study 4: A thirteen year old girl is studying maths at school.

Facts to help with answers:

- It is against the girl's rights. The teacher is insulting and also is discriminating against the girl. This is connected to rights to protect children from emotional abuse and from discrimination. It is also connected to children's rights to development (education). CRC Article 19 states that children should be protected against mental abuse of the child by any adult who has care of the child (such as a teacher). CRC Article 2 says that all children whatever their race, nationality, colour, wealth and status should have the same rights. CRC Article 28 says *all* children have a right to education.

Session 12: Young People's Responsibilities

What is it?

A small group discussion followed by a big group discussion.

Why use it?

- To help participants understand the definition of responsibility.
- To help them understand the links between their rights and their responsibilities.
- To introduce the idea that young people can take action to be responsible to themselves, their friends, family, school and community.

Resources needed:

- Resource sheet “Young People's Responsibilities” : for participants.
- Flip chart paper, marker pens, tape.

Time:

60 minutes.

Facilitators' notes:

- “Responsibility” is an obligation to do something. To be responsible means to carry out actions and have relationships which are fair and just to others.
- The main point connecting rights and responsibilities is that we humans rely on each other to give each other our rights. So if I want you to not abuse my rights, I must do the same for you. What I expect and need from others, I must also be willing to give to others.
- It is important to remind participants to link and include some things they learned about self-awareness, how to deal with difficult feelings and make strong relationships and act in a trustworthy way in chapter 1, sessions 2 to 9 to the questions about what their responsibilities are to themselves, their friends and the community.
- It is not enough to tell young people to “be good” in the traditional way. We want to expand the idea of responsibility so that young people have expectations to develop themselves, ask questions, think, learn, express themselves, make strong, caring friendships and take initiative in their own lives.

How to use it:

1. Explain that after learning about children's rights we are going to spend time thinking about children's responsibilities.

2. Write up the word “responsibility”.

- Ask participants if they know what it means. Confirm and write up any correct answers.
- Ask what kinds of responsibilities participants already have in their lives (take care of siblings, house work, take care of their own clothes, earn some money for themselves or their families, go to school etc).



3. Remind participants that the CRC states that one purpose of educating children is to help them prepare to live a responsible life “in a spirit of understanding, peace, tolerance, equality of the sexes and friendship amongst all peoples,” whatever their nationality or religion. It also says that children should be educated to develop respect for other people’s human rights. Write this on flip chart paper before the session starts so facilitators and participants can read it now. (CRC Article 29). (See the session 10 resource sheet).

It also says that children should be educated to develop respect for other people’s human rights. Write this on flip chart paper before the session starts so facilitators and participants can read it now. (CRC Article 29). (See the session 10 resource sheet).

4. Explain that in this session participants will think about their responsibilities not only in the family but also to themselves, to their school, community and to their friends.

5. Divide participants into five small groups:

- distribute the five questions below to the five groups, one question per group. Ask them to discuss and then prepare their answers as a presentation for the big group.
 - What are your responsibilities to yourselves?
 - What are your responsibilities to your friends?
 - What are your responsibilities to your family?
 - What are your responsibilities to your school?
 - What are your responsibilities to your community?
- With the other facilitators, go round the groups to make sure they understand and to prompt them to think about what kind of issues to include if they do not know already.

6. When they are ready, ask each group to make their presentation. Ask other groups to comment and add. Add any important points that are missing. Hand out the session’s resource sheet.

7. Ask participants how they think rights and responsibilities are connected. Sum up the session by explaining that:
 - Children will gain more responsibilities when they gain more rights.
 - Young people are changing from being children to being adults, so now is the time when you start to gain more responsibilities,
 - The point about child and human rights is that they are equal for everyone. So if you want others to help you keep or gain your rights (not hurt you, help you go to school, let you speak your opinion, not discriminate against you) then you must do the same for them (don't hurt people, try your best at school, listen to and respect others' opinions, don't look down on and discriminate against others etc). Do the same to others as you want done to yourself.

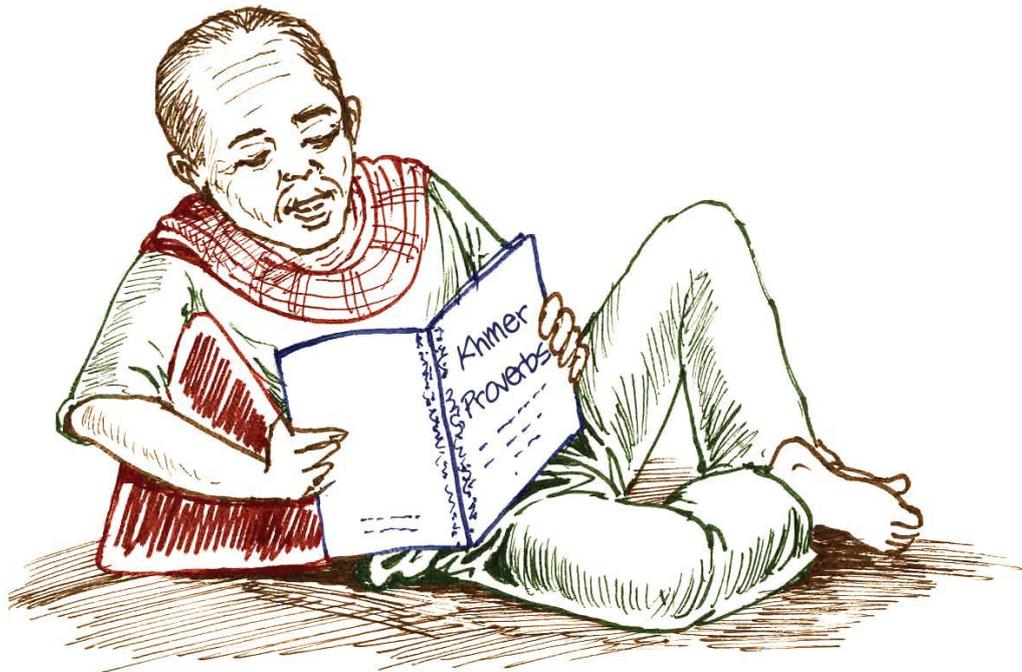
Resource Sheet: Young People's Responsibilities

SOME EXAMPLES OF YOUNG PEOPLE'S RESPONSIBILITIES

<p>Responsibilities For Yourself:</p> <ul style="list-style-type: none"> - Looking after your body: keep clean, dress as well as you can, eat nutritious food, exercise. - Look after your mind: take every opportunity you have to develop your knowledge, capacity and skills. - Look after your heart: know yourself and your feelings and thoughts, build warm relationships with family and friends. Show them your care and interest. Choose friends who really care about you and who are trustworthy. Have fun. - Look after your finances! If you have the opportunity to do some work (if its safe and doesn't take time away from school) you can then make a contribution to your own expenses. 	<p>Responsibilities To Your Family:</p> <ul style="list-style-type: none"> - Take care of the home you live in and help with house and farm work. - Love, protect and take care of your brothers and sisters. - Listen to the guidance your parents provide. If you have a different idea or want to ask for something, speak politely and explain what you think and feel clearly. Give your reasons. - Make an effort to understand the point of view of other people in your family – parents and siblings, - Be fair! Don't ask for more than your parents can provide e.g. if your family is poor do not demand a new moto! Ask for what is realistic,
<p>Responsibilities To Your School:</p> <ul style="list-style-type: none"> - Attend classes. - Be smart! Listen to the teacher and other students in class, take notes, do your homework. - Speak up in class, contribute your opinions thoughtfully. - Read books and documents to learn more and seek out & discuss with other people who want to learn too. - Find help to understand a subject if you don't yet understand it well. Help other students if you can. - Don't discriminate against other students. - Respect school regulations, take care of school property, keep it clean. 	<p>Responsibilities To The Community:</p> <ul style="list-style-type: none"> - Think what kind of society you would like – safe, peaceful, clean and fair and act like that with other people: don't abuse others, don't fight, don't discriminate against other people and make sure your actions to others are fair. - Take part in any activities you can – like being a peer educator, to raise awareness on different important issues amongst adults and other young people. - Contribute your ideas and experiences to discussion. - Help family with domestic violence - Respect the law e.g. Law on the Prevention of Domestic Violence and the Protection of the Victims. - Drive safely. - Protect public property and keep the environment clean. - Protect the national culture and traditions.
<p>Responsibilities To Friends:</p> <ul style="list-style-type: none"> - Have fun. - Take care of each other. - Listen to your friend when s/he is upset. - Empathise. - Support each other in difficult situations. - Be worthy of trust, keep your promises, don't lie. - Don't gossip or look down on other people. - Don't push or persuade your friends to do what they don't want to do. - Don't bully them physically and emotionally or by saying nasty things. 	

Chapter 2

Culture & Gender



Introduction To Chapter 2

What's In Chapter 2?

This chapter covers the following topics:

- **Culture**

- What is it?
- How do we acquire our culture?
- Culture influences our lives – what we believe is right and wrong, normal and not normal, proper and not proper (our values).
- Culture does not stay the same for ever. It changes and adapts to new conditions.

- **Gender**

- How nature gives us our sex and culture gives us our gender.
- How culture teaches us the gender roles, behaviour and responsibilities appropriate for our sex to fit into our society.
- Gender inequality: women and their roles tend to be valued less than men and their roles. Women have lower status and less power, freedom and choices than men.

- **The relationship between children & parents**

- Culture sets expectations that children and young people will always respect and obey their parents. Children are not expected to join in making decisions about things that affect them.
- Sometimes this expectation leads to abuse of children's rights, such as the rights to protection and participation introduced in chapter 1.

- **Gender-based violence**

- Identifying the kinds of violence young people experience directly or indirectly and that are a consequence of gender inequality and adults' power over children: physical, emotional, sexual and economic.

What's The Purpose Of Chapter 2?

Chapter 2 is essential to the success of the toolkit. It aims to:

- Continue the work of chapter 1 to give participants opportunities to increase their self-awareness by encouraging them to reflect on how some of the beliefs and values common to their culture affect their own and other people's lives.

- Help participants understand the meaning of “gender equality” so that participants can use that concept to critically reflect on common beliefs about women and men, girls and boys.
- Encourage young people to start to decide which beliefs, values and traditions they wish to keep and which they wish to change.

Link to chapter 6 ‘Real People, Real Live’

- ‘Real People, Real Live’, includes two sessions which use recorded interviews of girls and women who have successfully challenged discrimination based on gender and on disability, too. These are ‘The Spirit Of Soccer-Girl Play Football Too’ & ‘Yob Nom- The Story Of Successful Disabled Athlete’. Facilitators may use these sessions to follow on from and reinforce the idea introduced in session one, two or three of this chapter.

Culture & Gender Sessions:

Session 1: Culture & change

Session 2: Sex & gender

Session 3: Agree or disagree? Gender beliefs

Session 4: Gender-based violence - what is it?

Session 1: Culture & Change

What is it?

Participants work first in pairs then a big group to define “culture”. In pairs they study, draw pictures and answer questions about well known proverbs. Some pairs present their drawings and ideas. Finally the big group discussion leads to the summary.

Why use it?

- To increase participants’ self-awareness by helping them to recognise the cultural source of:
 - Their roles as girls/women and boys/men.
 - The roles of children and parents.
- To encourage participants to reflect on their own beliefs and values and on how those beliefs and values influence their own and other people’s behaviour.
- To encourage participants to start to decide which beliefs and values they wish to keep and which they wish to change.
- To increase participants’ understanding of social issues: gender inequality and child rights.

Resources needed:

- Resource sheet “Culture” for participants.
- Coloured crayons and pens, coloured paper, flip chart paper, marker pens, tape.

Time:

90 minutes.

Facilitators’ notes:

- Read the ideas about “culture” in the resource sheet for this session to help you prepare.
- Facilitators need to understand how culture shapes all human beings’ beliefs, values and behaviour.
 - All human beings are born in a society with a culture (or many cultures). Our culture carries our society’s ideas and beliefs from generation to generation. Society teaches its young people these ideas or points of view about the world from the minute they are first born. So young people learn their culture as they grow up. Then they teach their own children – so passing the culture on. Different societies have different cultures and different ideas. Culture changes as society changes. For example, most societies have changed their ideas about how people should live a lot in the last twenty years in order to adapt to a new modern world with new technology and new ways to make money and to live.

- Human beings' behaviour follows their understanding and assessment of a situation – what they think and how they feel about that situation. Their understanding and assessment of a situation will follow their beliefs. Their beliefs and values come from their culture.
- When people need to understand or assess any situation they automatically use ideas from their culture to do that. Those ideas are so automatic that they seem natural. However these ideas come from society not nature. So people in different societies will have different ideas and values and will assess the same situation in different ways. Society is changing more quickly now, so the younger generation might assess situations differently from how their parents did. Their culture is changing.
- Consider carefully what you think about culture and cultural change. Read this chapter 2 about culture. Discuss with colleagues and friends. People naturally have very strong feelings for their culture and for what we have learned is “right” and “proper” in our society. This chapter asks facilitators and participants to re-consider some of the beliefs, values and traditional behaviour of their culture. It asks people to consider the good and bad consequences of behaviour based on some beliefs. It asks people to decide which parts of tradition they wish to keep and which parts they would like to change.

How to use it:

1. To introduce the session ask, participants briefly for their reactions and ideas about the title of this session “Culture & Change.” What do they think it might be about?
2. Put the group into pairs:
 - Ask them to discuss together for a few minutes to answer the question, “what is “**culture**”?”.
 - Other questions that might help people answer are: “give examples of culture”. “Explain where we get our culture from”. “Who passes our culture onto us?” “How does culture affect our lives?”
 - Write those questions on the whiteboard so people can check them if they forget.
 - Once people start discussing, listen in on a few pairs to check that people have understood.
 - Allow five minutes for discussion.
3. When participants have finished discussing in pairs, ask them to brainstorm the answers to the questions in the big group.
 - Ask additional questions about the points that participants raise to promote discussion. Link the points they make.

- Ask: what different areas of life are influenced by culture? *Our language, clothes, food, the jobs we do, our religious beliefs and festivals, our houses etc.*
 - Ask: are any of these ideas and behaviour changing nowadays? *Clothes, jobs, houses, travel.*
 - Ask: are there different expectations about how girls/ women and boys/ men should behave which come from culture? Ask for some examples.
 - Ask: are there expectations from parents and older people about how children should behave or about raising children which come from culture? Ask for some examples.
 - Ask: how do we learn about these beliefs and expectations? *From older people, old stories and proverbs, from the way everyone behaves around us, from social institutions like school and the pagoda.*
4. Summarise the discussion briefly by asking participants to summarise their main ideas so far to answer the question 'what is culture?' Write up what they say. It can be several sentences long and should include the main ideas raised so far. (Facilitators should check against the main points in the definition provided in the facilitators' resource sheet.)
5. Explain that now we will move on to think about what culture teaches us about the topics connected to the toolkit:
- Ask participants for any proverbs they know that illustrate how girls and women should behave or how men and boys should behave.
 - Check people know what a "proverb" is.
 - Write up a few of the proverbs participants give you on the whiteboard.
 - Ask participants for any proverbs they know about parents and children and raising children.
 - Write a few up.
 - Briefly read through the proverbs.
6. Ask the group to return to their pairs:
- Make sure you have a good variety of proverbs that will provoke useful discussion about Cambodian society's beliefs around the two topics i) gender and ii) the relationship between children and their parents, younger to older. If you need to, add some of these statements and proverbs given below to the proverbs that participants have raised.



- The sun rises on parents first so children should always do what parents say.
 - The cake is never bigger than its plate.
 - Strike the iron whilst it is hot.
 - The leaf never falls far from the tree.
 - Marriages arranged by the family are better than love marriages chosen by young people.
 - Men are pure gold, women are white cloth.
 - Having a daughter is like having a jar of *prahok* in front of the house.
 - Boys who cook and do housework are weak.
 - Girls who want to get educated are wasting their time; they should stay at home and be good wives.
 - Better (for men) to bleed than to cry.
 - Better for the father to die than the mother.
 - Women can only go round the stove.
 - Don't breast-feed a girl-child for as long as a boy-child – she will become obstinate.
- Explain that you want participants to explore and think about their culture and how it influences their behaviour by studying these proverbs.
 - Explain that we can all know ourselves better if we know what ideas and beliefs we get from our culture and what we think of those beliefs. We have chosen proverbs connected to the toolkit topics.
 - Give each pair a different one of the proverbs or statements written up on the whiteboard. Make sure some pairs have proverbs about gender and some about parents and children.
 - Ask them to draw pictures (one each or one shared picture – it's up to them) of the proverb/statement. The drawing will illustrate how that proverb/statement is followed in real life; how we behave if we are following the proverb.
 - Write up and read out questions you want each pair to answer about their proverb/statement before they draw their pictures:
 - i) What does the proverb mean?
 - ii) How does the proverb affect our own life?
 - iii) What expectations does the proverb put on us?
 - iv) How do we behave as a result of believing the proverb?
 - v) What are the good points about the proverb?
 - vi) What are the bad points about the proverb?
 - vii) Explain if you agree with the proverb or not and why.
 - The facilitator could check people understand by working through the answers to one proverb briefly in the big group.
 - Provide paper and crayons for drawing.
 - Give people 30 - 45 minutes.

7. Ask everyone to put up their pictures.
 - Explain that you will ask some pairs to present their ideas to the big group later – but not everyone because there is not enough time.

8. Choose four (or more if you have time) proverbs/statements and ask the pairs who did them to present their pictures and their ideas and answers to the questions.
 - For each proverb you discuss say whether it is about women and men (gender) or parents and children (child rights).
 - Facilitate a debate about the meaning and the good and bad points of each proverb.
 - Ask the group what they would like to keep and what they would like to change about each proverb and why.
 - Ask the group how deciding which values and beliefs to keep and which to change connects with previous sessions on self-awareness and taking positive actions.

9. Summarise:
 - The main points raised by participants about gender and relations between children and parents, including:
 - The traditional beliefs participants have identified about gender.
 - The traditional beliefs identified about parents' and children's relationships.
 - How those traditional beliefs affect people's real lives.
 - What people notice are the good and bad consequences of those beliefs.
 - The main things that people would like to change and why.
 - Explain that culture influences us all – what we believe is right and wrong, how we judge situations and how we behave.
 - Society is changing.
 - To know ourselves and understand our society well we can reflect on what beliefs, ideas and values we get from our culture.
 - We can reflect on the consequences of holding these beliefs.
 - We can decide for ourselves what we want to keep and what we want to change.

10. Ask participants to take part in the Ideas Into Action task below.

Ideas Into Action: ask the participants to ask their older family members (parents, grandparents etc.) how they think Cambodian culture has changed in their lifetime and what they consider to be good or bad changes. Ask them to report back at the next session.

Resource Sheet

Session 1:
Culture and Change

Resource Sheet: CULTURE

- ▶ Culture is all the beliefs, values, habits and traditional ways of behaving that we learn from our parents and other older people, from old stories and proverbs passed on to us and from social institutions like schools and courts, as we grow up.
- ▶ Different societies have different cultures.
- ▶ Culture helps us to have a sense of belonging to our society.
- ▶ Culture does not always remain the same but changes as the world changes. For example, new technologies and new economic situations lead to changes in behaviour and beliefs amongst people in a society, which then changes the culture they pass on to younger generations.
- ▶ A very important aspect of culture is the values that it teaches. Values are beliefs that human beings have about what is good and bad, right and wrong, normal and not normal, proper and not proper. For example, in most societies – but not all - it is considered wrong to steal. In some societies women are not valued if they are not virgins at marriage and in some societies this does not matter.

Session 2: Gender & Sex

What is it?

A competition between girls and boys is followed by a big group discussion to establish the definitions of “sex” and “gender”. This is followed by small groups working on presentations of what is a “good girl” or a “good boy” including their drawings or role-plays on that topic.

Why use it?

- To understand the difference between sex and gender.
 - That women and men have natural, biological differences (sex differences).
 - However the roles and behaviour considered traditionally proper for women and for men often do not come from nature. They often come from gender – what culture and society tells us is an appropriate role or behaviour for a woman or man.
- To understand that, culture and society tends to give a lower value and less power to women’s gender roles than to men’s gender roles. These inequalities are unjust and limit women’s lives.
- To understand that culture and gender roles can change from place to place and time to time. The way society values women and men and gives each group power can be different in different times and places.

Resources needed:

- Resource sheet “Gender & Sex” for participants.
- A5 paper for boy and girl group to write on the description about men and women.
- Flipchart paper, coloured crayon marker pens, tape.

Time:

120 minutes.

Facilitators’ notes:

- It is important to be clear about the concepts of “sex” and “gender” in order to facilitate this session.
 - You need to understand the differences between sex and gender:
 - i) Sex comes from nature and our biology. An example of a sex role is that a woman bears children.
 - ii) Gender comes from culture and society. An example of a gender role is men working outside the home and being perceived as the “head of the household” and women not working outside the home because society generally believes women should only do work in the house and with children.

- You need to understand what gender inequality and gender equality are. Please read the definitions which are included on the resource sheet that accompanies this session.
- Many of our roles and behaviour as women and as men come from both nature and culture. For example, the role of “being a mother” comes partly from nature. Women conceive, give birth and breast-feed. However the role of “being a mother” is also very influenced by culture. Traditional society exaggerates nature by expecting women to work in the home and with children exclusively and expecting men not to do any work in the home but to carry out all the important work outside the home. In fact men can successfully care for children and women can successfully go out to work if the society allows it. Acknowledge the mixture of nature/sex and culture/gender behind many of the roles and behaviour society expects from men and from women.
- This is a long session, so divide it up with games and breaks and brief recaps.

How to use it:

1. Explain we are going to talk about “sex” and “gender”.
 - Briefly ask if anyone knows what these two words mean.
 - Write up all the answers gave by participants on flipchart for detail discussion in step 4.
 - Encourage participants to reflect on the role of both women and girls and men and boys in our lives. Women and girls can be, our mothers, sisters, daughters, nieces, aunties, etc. Men and boys can be us, our father, brothers, sons, nephews, uncles, etc.
2. Explain that in this session we are going to continue discussions about “culture” from the previous session (Culture and Change) by exploring what “sex” and “gender” means.
 - a) Stick up two pieces of flip chart paper on which are drawn the outlines of a man and a woman.
 - b. Ask participants to name a few words that describe the characteristics of both girls/women and of boys/men such as jobs they typically do, roles, skills, behaviours, feelings, attitudes and anything that they think makes that sex different from the other.

Write the words up next to the relevant drawing. Make sure participants have understood the idea and can think of appropriate words.
 - c. Now suggest a competition between the girl and boys in the group. Split the group into two – one girl’s group and one boy’s group. Hand out colour cards.
 - d. Ask the girl’s group to think of as many words as possible to describe the different characteristics of men/boys (e.g. acts as head of the family, makes important decisions, has a penis...). Ask the boy’s group to think of as many words as possible that describe the different characteristics of women/girls (e.g. softly spoken, gets pregnant...). Each group should write down each

word they think of on one piece of colour card ready to stick them around the flipchart figures of a woman and a man.

- e. Set a time limit of about fifteen minutes and tell people when to start.
 - f. Monitor each group. If participants tend to only think of one kind of characteristic (e.g. the physical differences between men and women), then prompt them to think about other kinds of characteristics too, like behaviour, feelings or roles in the family and society.
 - g. Stop the discussion after fifteen minutes. Ask the groups to stick their cards around the appropriate drawing. And then the facilitator find out which group has thought of more words.
3. Now go through each characteristic describing a woman or a man on both lists and ask the group if that characteristic comes from **nature/biology** or **society/culture**.
- First check that people understand “nature/biology” and “society/culture.”
 - We are born with characteristics that come from “nature/biology”.
 - Participants defined “culture” in the previous session “Culture & Change”. We learn and acquire culture and beliefs appropriate to our society as we grow up.
 - Underline the characteristics written around the two flip chart drawings that come from nature/biology in one colour and characteristics that come from our society/culture in a different colour.



4. Now summarise the meaning of **sex** and of **gender**.
- Read through all the characteristics that come from nature/biology and explain that we call those **sex** characteristics. “Sex” refers to qualities that come from nature/biology.
 - Read through all the characteristics that come from culture/society and explain that we call those **gender** characteristics. “Gender” refers to characteristics (roles, behaviour) that our culture tells us are proper for women and for men. Our culture tells us what roles and responsibilities are correct for women and for men and how they should behave towards each other.



5. Ask: why does it matter if a characteristic - like being a mother or playing football - comes from nature or culture? Why does it matter if a characteristic is due to sex or due to gender? Use example characteristics from the flip chart drawings to illustrate your point.
 - Explain that characteristics that come from nature mainly cannot change. We have to accept them as they are. For example, it is not possible to make men able to conceive and bear children.
 - Ask if participants think that characteristics that come from culture can change. Can gender roles and behaviour change?
 - Ask if people notice how roles for women and men, girls and boys are changing in Cambodia since the time their grandparents were young? (Remind participants of the previous “Culture and Change” session and the “Ideas Into Action” task they carried out.)
 - Ask if people are aware of how gender roles are different in other cultures. Can they give examples? (Societies around the world have different traditions for what men and women can do and how they should behave. If you put a Cambodian baby girl into American society and the baby grows up in the USA then she would develop female behaviour and roles appropriate to that society. Gender roles and behaviours come from what society teaches young people, not from the young person’s nature.)
 - Ask if people think it is possible for women to be successful at professional work or men to be able to take care of children (each of these examples is opposite to traditional gender roles)?
 - Conclude by saying that characteristics that gender roles can change.
 - We can see gender roles changing in Cambodia now. We can see gender roles are different for different societies.
 - People together in society over many generations have made the gender roles and the rules for what is considered to be ‘proper’ about what women should do and what men should do. (e.g. Cambodia has ‘chhab srey’ and ‘chhab bros’ which are traditional written guidelines that explain what women and men should do to be good and “proper”.
 - Societies change. Gender roles change.
 - People together can change these roles by behaving differently.
 - Hand out the resource sheet and read out the definitions there if that is useful.

6. Select some of the gender roles of women and of men on the flip chart lists. Ask participants to say whether people in society normally think that role is a powerful role which we give high social value to or not. Is it a role associated with power or not?

- Ask what we discover through our answers? (Men's roles are usually given higher status, importance and value than women's roles. They generally seem to have more power than women. Women are seen as men's support not the other way round.)
 - Ask people to consider if this inequality in status between women and men is fair? Prompt people to think:
 - i) About the value of women's traditional gender roles. Being a mother and working in the house and the farm are undervalued jobs. A woman should not have to do exactly what men do (like climbing palm trees) to have her work valued as highly as men's work.
 - ii) About the fact that in reality women can do many of the things men traditionally do (go out to work, become successful business people and doctors, lawyers etc. and become bosses and leaders, play football) and men can do things women traditionally do (look after children, do housework etc.)
 - Conclude that society seems to consider women as less powerful and valuable than men. This is an inequality which is not just.
7. Put participants into 4 groups – two groups of girls and two groups of boys:
- Ask the girls groups to consider what society generally thinks are the characteristics of a “good girl or woman” and the boys' groups to consider what society generally thinks are the characteristics of a “good boy or man”.
 - Select one of two options:
 - i) The groups can plan and show role-plays of “good girls/women” and “good boys/men” or
 - ii) They can draw pictures of “good girls/women” or “good boys/men”.
 - Explain that they should think about the kinds of behaviour that society expects from them as girls/young women and as boys/young men. Encourage the groups to discuss how these expectations affect their lives. Which expectations have a good effect on their lives and which ones have bad effects? Which expectations discriminate against them or limit their lives in a way they do not like?
 - Write up the questions you want the small groups to consider.
 - Ask the groups to discuss the topic together, answer the questions you have asked and make up role-plays or draw pictures to illustrate their ideas so they can present their ideas to the big group.
 - Check whether the small groups need any help. Encourage critical reflection on their own experience and the experience of others in their communities.
 - Ask each group to present and summarise their ideas about how gender roles impact their lives positively and negatively.
8. You could use the “Real People, Real Lives” stories related to gender issues to show how girls and women face and overcome discrimination to follow up this

session.

9. End the session by asking the group (a) what they found most interesting and (b) what they might do differently in their lives as a result of this session.
10. Ask them to take part in the Ideas Into Action task below.

Ideas Into Action: suggest that for the next week (or until the next workshop) the group observes boys and girls and men and women in their own families and community and see how differently they behave from each other and consider if it is due to nature or to society and culture. Come back with short reports of one thing you noticed and your ideas of whether the behaviour was due to nature/sex or culture/gender.

Resource Sheet: Gender & Sex

Definition of “sex”

“**Sex**” refers to the natural and biological differences that determine whether a person is male or female.

“**Sex**” describes the biological and physical differences between men and women that are needed for reproduction. It describes our physical bodies. For example, if we are female we have a vagina and breasts and if we are male we have a penis and testicles. Women can conceive and bear children. Men cannot. Men and women are born with these physical differences.

- Sex differences cannot be changed. A man cannot change his body so that he can conceive a child, for example.

Definition of “gender”

“**Gender**” refers to roles, attitudes, and values set by culture and society to make women or girls and men or boys different. These roles, attitudes, and values determine women’s and men’s behaviours and relationships. Because of gender, some women and men’s roles and characteristics are different. (Source: MoWA information document on sectoral gender analysis page9.)

“**Gender**” is created by the culture of each society. Our culture tells us what roles, behaviour and responsibilities are considered correct for girls and women, boys and men and how they should relate to each other. Culture also strongly influences the different value we all put on women and on men. In Cambodia, the gender roles given to women have lower status than the gender roles given to men. This means that women are often discriminated against just because they are women.

- Gender roles can change. As society changes, women and men start to behave differently from tradition. Women and men can adopt new roles and adapt old roles.
- Men and women learn these roles and behaviour from childhood onwards. They learn how to speak correctly (women say “jah”, men say “baht”) and what is acceptable behaviour in their society for their sex. Family, friends, school, work, television (TV), also history and religion all teach us our culture. From an early age, boys and girls become aware of their sex, but also learn about gender roles.
- Gender equality means giving the same status and power to women and to men. It does not mean that women and men have to do the same things as each other. However women *can* often successfully do things that only men did traditionally (go to school,

Resource Sheet

Session 2:
Gender and Sex

have a job, be someone's boss) and men can do what was traditionally seen as a woman's role (taking care of children and helping look after the house).



Some examples of gender roles in Cambodia are as follows:

MEN	WOMEN
Men go to earn money	Women stay at home
Men are the decision-makers	Women are expected to follow
Men are not supposed to cry	Women can cry
Men don't take care of household finances – just spend money on themselves	Women take care of the household budget for the family
Men leave the house without telling others in the family where they are going	Women explain where they are going
Men don't know how to cook	Women do know how to cook
Men are outgoing	Women are shy
Men are interested in sex	Women are not
Men can be a motorbike taxi driver (moto dop)	Women cannot
Men play physical sports	Women do not
Men don't display their bodies to attract women	Women do display their bodies to attract men
Men don't know how to look after children	Women do

Session 3: Agree Or Disagree? Gender Beliefs



What is it?

This session involves placing three signs (smiling, unhappy, puzzled) in different areas of the room and asking participants to stand by the sign which shows whether they agree, disagree or are not sure about statements the facilitator reads out to them about gender and children's relationships to their parents.

Why use it?

- To encourage debate and critical thinking about common attitudes and beliefs related to gender inequalities and relationships between children and their parents.
- To link the ideas of this chapter about culture, gender and changing beliefs to the issues raised in the next two chapters on the family, conflict in the family and sexual relationships.

Resources needed:

- Resource sheet for the facilitator.
- Three signs: a smiling face, an unhappy face and a puzzled face.
- Flip chart paper, marker pens, tape.

Time:

90 minutes.

Facilitators' notes:

- Encourage the group to listen, debate and understand each other's points of view. Allow people to express their views fully, then invite others to comment. Welcome disagreement and do not move to the next statement too quickly.

- Be aware of your own attitudes and do not let them influence the first discussions. Challenge harmful attitudes in a helpful way after people have spoken.
- Remember that changing behaviour usually involves some part of our attitudes and beliefs at first. This can be hard as we hold our beliefs deeply and may be reluctant to consider different ideas.

How to use it:

1. Before the workshop starts select a variety of statements to use (see the facilitator's resource sheet). Make sure you include some statements about the relationship between parents and children and some about gender.
2. Explain that today we are going to look at some common beliefs that people have about gender and the relationship between parents and their children.
3. Place the signs – a happy face, an unhappy face and a puzzled face to represent “I agree”, “I don't agree” and “I am not sure” in different parts of the room.
 - Ask if participants understand the meaning of each face from its expression.
 - Explain that you will read out statements about beliefs. Each person will think whether they agree, disagree or feel not sure about the statement. They will then go to stand next to the face which expresses their view.
 - Ask participants if they remember some of the ground rules which might help make the discussion enjoyable and useful (listen, don't interrupt, dare to speak out).
 - Say its important people follow their own opinions – don't just follow their friend! The session is to help everyone know themselves and their society better by having time to think what your own opinion is and discuss this and other people's opinions openly together.
4. Ask everyone to stand up. Read out one of the statements. Ask participants to decide if they agree, disagree or are not sure about the statement and stand beside the appropriate sign.
 - Check that everyone understands what agreeing (or disagreeing) with the statement means and that they are standing in the right place to express their opinion.
5. Facilitate a debate about the statement:
 - Ask those who agree with the statement why they hold that opinion.
 - Ask those who disagree and then those who are not sure their reasons for their opinions.
 - Ask everyone to listen carefully to each group's views and try hard to understand them. Give people time to think and to talk. Help people clarify their ideas.

- Encourage debate by asking one side to comment on the other side's views.
 - Ask what the consequences of the opinion are. Ask if having that opinion will lead to decisions and behaviour that are fair and just. What effect will holding this opinion have on other people's lives and feelings?
6. Ask if anyone would like to change their opinion about the statement based on what they have heard – if so, they can move groups.
7. Repeat the process with the other statements that you have selected.
8. Bring the participants back together:
- Invite them to discuss what they have learned about their own and other peoples' attitudes and beliefs.
 - Ask and comment on how these opinions affect the way girls and women and boys and men live their lives in either a positive or negative way.
9. Conclude:
- Summarise the main opinions everyone has just discussed.
 - Say that it is important to test our opinions by working out what the consequences of taking action based on that opinion will be for yourself and for other people: are the consequences fair and just? How will it make people feel?
 - Point out that traditional inequalities between women and men, children and parents can sometimes lead to unjust situations (for example, having to do what your parent says even if it is wrong and will hurt you; having to take the blame for actions you had no control over when a man rapes you; having to stay at home and not have a good job even though you were clever at school because you are a girl).
 - Point out that people can change those situations by examining their opinions and deciding to act differently.
10. At the end of the session, ask the group to do the follow up task described in 'Ideas Into Action'.

Ideas Into Action: you could ask the group to think about other beliefs they would like to discuss in the workshop and report back next week. (This may help to identify additional and important things the group needs to explore.)

Resource Sheet

Session 3:
Agree or Disagree?
Gender Beliefs

Gender Beliefs

Statements & background information to support facilitation of a debate about the statements:

1. **Young people should always do what their parents tell them:**

Usually parents love and care for their children. Parents are older and have experience children do not yet have. Their role is to provide guidance to their children to help them develop successfully. So in most circumstances children should respect their parents and what they do for their children. However:

- Parents are human, not perfect! Some parents are abusive to their children by physically and mentally hurting them. Some parents tell their children to do things that are against the child's rights such as marry a man who has raped them, work on the streets, steal etc. In these cases it is not the children's duty to follow what their parents say.
- Young people need to develop their own capacities to think and decide and manage their own lives as they get older. Parents can help them do this by:
 - Modelling positive behaviour like discussing disagreements between family members fairly and calmly and showing empathy for different people's situations.
 - Ensuring that children and young people are included in decision-making about issues that affect them.

2. **It is important for girls to grow up to manage and take care of the children and the house so they don't need to go to school like boys do:**

- It is important for women to have financial independence in the modern world and to be able to contribute to the household's finances. They need education to earn money.
- It is important that adults who take care of and raise the next generation (mothers caring for their children) are educated so that they can pass on their knowledge and confidence to their children.
- Education raises our self-esteem and makes us feel confident and independent. Women need to feel like that as much as men do.
- The CRC asserts that all children have the right to education and should never be discriminated against because of their sex.
- The Cambodian Demographic Survey (2005) found that 55% of married women still believed it was more important to educate sons than daughters.

3. **Wives and husbands should decide together about how to spend large sums of money:**

Partnership, sharing, equality and communication are important ingredients in a successful marriage.

Resource Sheet

Session 3:
Agree or Disagree?
Gender Beliefs

- The Cambodian Demographic Survey (2005) found that in 63% of cases wives and husbands agreed large purchases together.
- However only 35% of women said they *often* talked to their husband about what to spend money on.
- 53% said important decisions should be made by men alone.

4. It is better for sons and daughters to decide who they should marry – arranged marriages are not beneficial:

Expectations about marriage are changing from viewing it as an arrangement that families make together to viewing it as a choice that two people who love each other and feel attracted to each other make.

- The Cambodian Demographic Survey (2005) found that 52% of married women had not participated in the choice of the man they married.
- Recent research by the NGO Committee on the Rights of the Child in 2008 discovered that nearly all the young people interviewed wanted to be able to choose their own marriage partners.

5. Men are not able to control their sexual desires, so women and girls have to take responsibility for preventing abuse and rape:

It is important to acknowledge that sexual behaviour is a sensitive subject. Some issues involved are raised in more detail in the later chapter on sexual relationships and sexual abuse.

- Men are not forced by nature to have sex. They may want to but they do not have to.
- Men may worry that their health will suffer if they do not have sex when they are aroused. In fact what happens is that after a while the blood which has caused the penis to become erect returns to the main part of the body and the sperm is cleared up. There are no bad effects.
- People should be responsible for their own actions and decisions and their consequences (“it is the hair on your head”). It is important not to take actions that hurt others. It is the man who rapes the woman. He can make a decision about his own actions. The woman cannot decide for the man about his actions, but the man himself.
- If we always blame the victim - for example, saying she should not have given the man an opportunity by being in the same place the man was – then perpetrators will continue to act without fear of punishment and women will suffer the consequences.
- If we always blame the victim then women will have to seriously limit their freedom so that men do not have to take responsibility for their own actions.
- Sex without consent is abusive and illegal.
- Chapter 1 raised the idea that feelings are natural. What matters is how we act on our feelings. Feeling desire is natural. Men and women can masturbate if they feel strong desire and have no one to have sex with. This is 100% healthy and a much better action than abusing an unwilling partner.

Session 4: Gender-Based Violence – What Is It?

What is it?

Participants review what they have learned so far in the “Culture & Change” sessions. They build on this to share their ideas about what gender-based violence is and help develop a definition. The facilitator then introduces the contents of the rest of the toolkit to them.

Why use it?

- To link the idea of unequal relationships and unequal power (including gender) to violence and abuse.
- To introduce participants to the topics discussed in the rest of the toolkit – domestic violence and sexual violence.

Resources needed:

- Resource sheet “Gender-Based Violence – What Is It?”
- Blank A5 sized, flip chart paper, marker pens, tape.

Time:

45 – 60 minutes.

Facilitators’ notes:

- The facilitator needs to understand “gender” and “children’s rights” very well in order to help participants link the ideas of gender inequality and child rights abuses to the violence they see or hear about in their communities and then link that violence to the topics the toolkit will cover in future workshops. The facilitator needs to be familiar with all the sessions in this chapter as well as in chapter 1.
- Participants need to have already learned about “gender” in chapter 2 in order to be able to follow and join in with this session.
- This is another session where it is important to follow safety guidelines (in the toolkit introduction). Participants are asked to think about violence in their communities. Some participants may have suffered serious violence themselves and may have strong feelings – fear, anger, sadness, shame – that return with their memories. The facilitator should not deliberately ask for personal stories, but if they come up or if someone seems to be upset do not ignore it. Acknowledge how they feel and offer to spend some more time with the person listening to their story privately after the session, if that is what the person would like.

How to use it:

1. Briefly remind and/or ask the group about the subjects they have covered up to now in previous sessions about culture and gender. The points below can help with this discussion:
 - Culture gives us beliefs and values about what is proper and right and normal.
 - Some of these beliefs we have considered are about how children and parents should relate and behave towards each other. Some beliefs are about how women and men, girls and boys should behave (gender roles) and what they are expected to do.
 - Culture influences us all – what we believe is right and wrong, how we judge situations and how we behave.
 - Culture and society tends to give a lower value and less power to women than to men. This inequality leads to suffering and disadvantage for women and girls. It is unjust.
 - Culture also teaches children to respect their parents. This expectation of obedience can also sometimes lead to injustice when parents and other adults use their greater power to abuse children or never listen to their points of view.
 - So traditional inequalities between women and men, children and parents can sometimes lead to unjust situations for example, being beaten seriously and insulted by your parents; having to take the blame for actions you had no control over when a man rapes you; having to have a low status life as a housewife although you were clever at school, just because you are a girl.

2. Link what participants have been learning about gender and inequality of power to abuse and violence.
 - Say: sometimes the people with least power – girls and women, children and young people actually suffer violence or abuse from people who have more power than them. In future workshops we will share, discuss and learn more about that violence. Now we are all going to answer the question “what is gender-based violence?”

3. Explain that participants need to be clear what we mean by ‘violence’ and what we mean by ‘gender’ first.
 - Ask the group to give examples of violent behaviour. Make sure they mention a broad range of kinds of action and behaviour. Violence refers to aggressive behaviours that cause harm and hurt.



- Make a note of the ideas people have come up with about violence on the whiteboard.
 - Next help participants remember what they learned about ‘gender’ in chapter two’s session 2. Gender refers to the roles, attitudes, and values set by culture and society which make women/girls and men/boys different from each other. These gender roles, attitudes, and values influence women’s and men’s behaviours and relationships. Sometimes these gender differences lead to inequalities between women and men and as a result men and boys are sometimes considered superior to and given more power and value than women and girls.
 - Make a note of the ideas people have come up with about ‘gender’ on the whiteboard.
4. Split participants into groups of four or five – separate girls’ groups and boys’ groups.
- Distribute the blank cards and markers.
 - Based on the definitions of ‘violence’ and ‘gender’ that participants have raised (in step 3 above), ask the participants to think of examples of
 - Any kinds of violence related to gender inequalities that they know about from their communities
 - Any types of violence of adults to children (abusing children’s rights) that they know about from their communities.
 - Explain them that they do not have to give the real identity of anyone involving the case of violence they want to raise about. (Remind them about confidentiality in the ground rules.)
 - Ask for a few examples of gender-based violence and violence against children before participants start work together in small groups so everyone is clear what kinds of behaviour they should focus on.
 - Ask participants to write about or draw one example of gender-based violence or violence against children per card.
 - Check around the small groups as they work to ensure people have understood what to do.
 - Allow 20 minutes for this.
5. Draw a line to divide the whiteboard or flipchart into two equal parts with ‘violence that causes gender inequality’ written on one side and ‘violence against children’s rights’ on the other side.
6. After the discussion ends, ask each group to take turn to stick their cards on the whiteboard or flipchart already divided into two parts under the titles written at the top of each column.

7. Put any cards with the same or similar ideas together. And then ask the participants to have a look at each other's cards to see what have been written or drawn. After that, ask them to go back to their own seats.
8. Ask participants to define what 'gender-based violence' is using the cases of violence they have just raised.
 - Then show the definition of 'gender-based violence' already written on the flipchart and explain it in more detail. (The facilitator may choose one of the definitions in the resource sheet.)
 - Then ask the participants to compare their own definition with the one shown on the flipchart to see if anything needs to be added or clarified.
9. End the session by distributing the resource sheet to the participants.
 - Explain that the handout has two definitions of gender-based violence: one from the Ministry of Women's Affairs and one from a development organization called Sida.



Resource Sheet

Session 4:
Gender-Based Violence – What Is It?

Resource Sheet: Gender-Based Violence – What Is It?

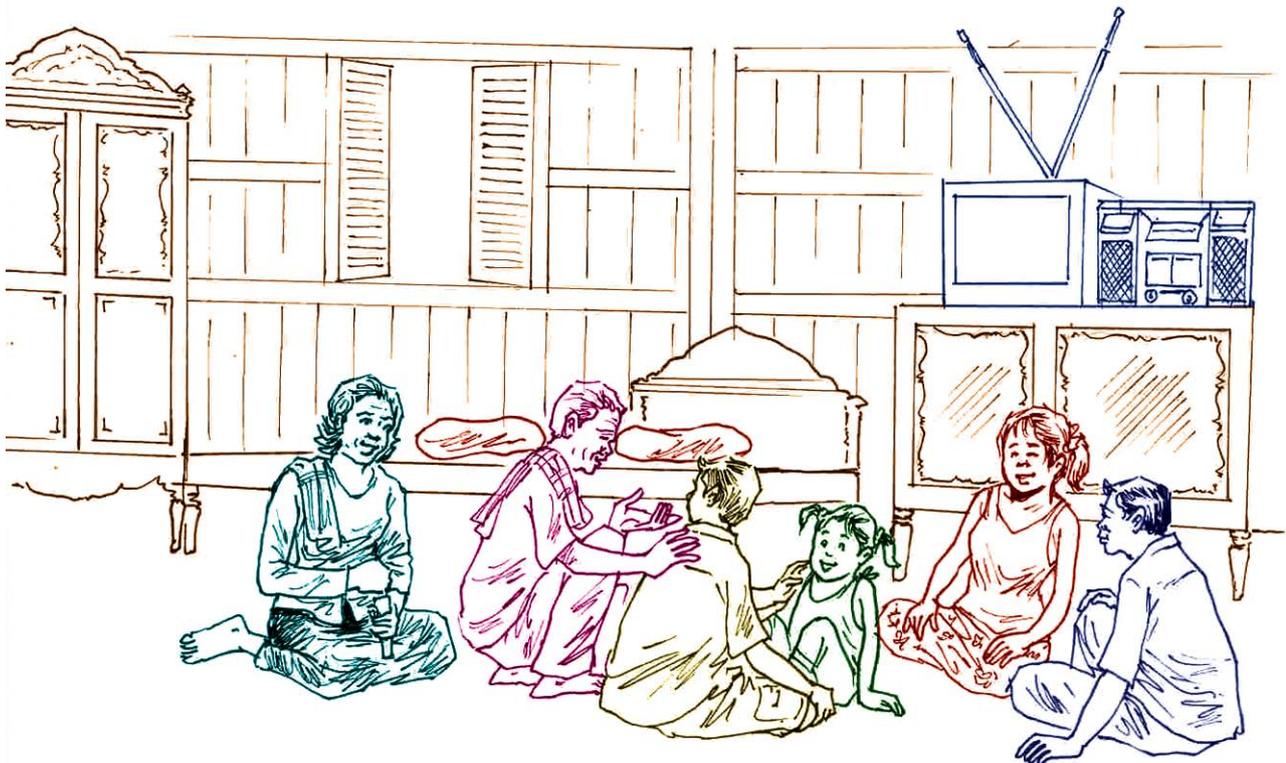
Definition of gender-based violence

Gender-based violence refers to any acts that result in, or are likely to result in physical, sexual, psychological, or economic harm or suffering based on the gender of a person. It usually refers to women and girls, but may also be violence against lesbians, gay men, trans-genders and queer people. It includes threat, coercion, deprivation of liberty, deprivation of the right to work or earn income, sexual or mental rape, stalking or other forms of harassment, whether occurring in public or private life. (MoWA and JICA's Gender Terminology, 2006)

Gender-based violence refers to any harm or suffering that is perpetrated against a woman or girl, man or boy and that has a negative impact on the physical, sexual or psychological health, development or identity of the person. The cause of the violence is founded in gender-based power inequalities and gender-based discrimination. (Swedish International Development Cooperation Agency (Sida))

Chapter 3

Family & Relationships



Introduction To Chapter 3

What's In Chapter 3?

This chapter covers the following topics:

■ Families

- What makes a family happy?
- What is love? What is respect?
- How culture influences roles, relationships and communication inside the family between wives and husbands and children and parents.
- Deciding what kind of roles, relationships and communication young people want to have in their own families now and in the future.

■ Child raising & discipline

- What kinds of conflicts arise in families between young people and their parents?
- What methods do parents use to deal with conflict?
- What impact do these methods have on children and young people?
- Looking at some new methods of child raising and discipline.
- Encouraging open discussion of feelings and opinions and careful listening to each other in the family.
- Practicing negotiation with parents.

■ Domestic violence

- Defining domestic violence as any violence that occurs between members of a family: physical, emotional, sexual or economic.
- Look at the reasons for domestic violence.
 - ▶ Some men exploit the inequality in power between men and women to control and abuse their wives and to resolve disagreements with force.
 - ▶ Generally adults have more power than children. Some adults sometimes misuse their power to hurt children emotionally and physically.
- Domestic violence has serious physical, emotional and social consequences for victims and for children who witness violence at home.
- Impact: having empathy for victims and holding perpetrators accountable is crucial to dealing with domestic violence.
- Response: protection of young people: how a young person can take care of themselves if they suffer from violence at home and how young people can support their friends who are victims.
- Prevention: alternative ways for men to build relationships and communicate with others in the family so they do not use violence.

What's The Purpose Of Chapter 3?

In the focus group discussions that served as a foundation to this toolkit many young people shared their experiences of troubled families where violence was a common occurrence. Today's generation of parents seems to need help in relation to solving conflicts, being able to build and maintain positive relationships and show warmth and love in the family. This chapter gives young people the opportunity to reflect on and share their own experiences in their families including positive experiences and experiences of conflict. It is designed to give young people a chance to critically assess the roles of children and parents, wives and husbands and to start to consider what kind of relationships and communication they would like in their own future families.

This chapter also asserts that violence in the family is serious and not acceptable. Perpetrators should be held responsible and victims should not be blamed. The sessions encourage young people to empathise with victims and to imagine from the victims' viewpoints what kind of help and support they need.

This chapter relies heavily on the previous two chapters. It links with chapter 1's focus on awareness of one's own feelings, reactions and opinions, and on taking responsibility for these to take positive action. It links with chapter 2 as it requires an ability to reflect critically on everyday, ordinary beliefs and customs connected to gender and parent-child relationships.

Link to chapter 6 'Real People, Real Live'

- 'Real People, Real Live', includes a session with two songs written and sung by a band of women garment factory workers about stopping domestic violence. The session is 'The Messenger Band- two songs to stop domestic violence'. Facilitators may use either or both of the songs to follow on from and reinforce ideas introduced in session 7 on what is domestic violence, session 8 on the beliefs and facts of domestic violence or session 11 on preventing domestic violence.

Family & Relationship Sessions:

- Session 1: What makes a happy family?
- Session 2: Family life
- Session 3: What do you believe? Roles in the family
- Session 4: Dealing with conflict between parents & children
- Session 5: Parents & problem solving
- Session 6: Reaching out to parents
- Session 7: What Is domestic violence?
- Session 8: Beliefs & facts about domestic violence
- Session 9: Impact of domestic violence
- Session 10: Protecting yourself & getting help
- Session 11: Preventing domestic violence

Session 1: What Makes A Happy Family?

What is it?

Discussion tool to help young people share their ideas about families.

Why use it?

- To give participants a chance to share their own experiences as members of families.
- To establish the idea that there are many kinds of families and they are all okay.
- To establish a positive idea about what a happy family is before participants talk more in later sessions about conflict, violence and abuse in families.

Resources needed:

- A pair of large drawings on flip chart paper of two faces –
 - Happy face with title attached “Happy Family”
 - Unhappy face with title attached “Unhappy Family”.
- A line with a scale from 0 –10 between the two “faces”.
- Coloured crayons, coloured paper of different sizes, flip chart paper, marker pens, tape.

Time:

90 minutes.

Facilitators’ notes:

- This session sets the scene for the rest of the chapter by introducing the idea of “family” and what it means to each person.
- One of the benefits of this session is that everyone should have something to contribute simply because they all have personal experience of some kind related to being in families.
- It may be difficult for some young people to talk about “family” if one or both of their parents are dead or absent, or if they live in a setting such as an orphanage or if they live in families with problems. If the group and facilitators provide warmth and empathy then young people in that situation may be very willing to take this opportunity to talk.
- The important point about finding a definition for the “family” (step 2) is not to get stuck on any exact definition, but to include anything that people think and feel is family and for facilitators to encourage participants to be open-minded about what a “family” is.
- It would be helpful to be familiar with the sessions from chapter 1 connected to self-awareness on communicating, listening and taking positive actions, as these ideas are linked to this session.

- About respect: it is possible to respect someone because they behave in a way that earns our respect through their kind and moral actions not because they have the power to make you afraid. Parents should earn respect.
- About love: when discussing how to take care of someone and how to make a happy family, refer back to the ideas first raised in chapter 1 about trust and how to take care of others, communicate clearly with others, listen to the other person so you understand what they feel and think and take “positive actions” that don’t harm yourself or others when you feel bad.
- About money: if participants raise a family’s need for money, land and food to be happy, it’s important to accept that families do suffer if they cannot survive without struggle (the child’s rights to survival). However it is also true that having a lot of wealth on its own does not create happiness.

How to use it:

1. Write up the title of the session and explain that we are going to spend time answering that question.
2. Ask participants what the word “family” means? Who can be said to be part of a family? Do the members of a family all have to be relatives by blood or marriage? Or live under the same roof? Allow time for thinking and sharing of ideas.
 - Ask who the members of a family are:
 - sometimes have one parent,
 - sometimes have two parents,
 - sometimes parents have split up and married other people, or their spouse died so they married a new husband or wife so there are step-parents, sometimes men have more than one wife and so more than one family,
 - there are sometimes grandparents and aunts and uncles,
 - there are sometimes older and younger siblings and half-siblings.
 - Explain that all families are different, some are big, some small; some live together, some live apart; some are related by blood, some are not – but they still see each other as family because they are close.
3. Place two pieces of flip chart paper at either end of the room. On one side the flip chart paper has a big sad face with the title “Unhappy Family” and on the other side there is a big smiley face with the title “Happy Family” written next to it. On the wall between the two faces – or on the floor - draw a line with numbers starting from “0” at the unhappy face, rising to “10” at the happy face.



- Split participants into small groups.
 - Ask the groups to work together to describe in both drawings and words in any way they like the actions and kinds of relationships that make families unhappy and actions and kinds of relationships that make families happy.
 - Ask them to attach their pictures and writing to the appropriate face when they are finished.
 - Provide many different kinds and colours of crayon and paper.
4. When all the groups have stuck their pictures and ideas to the two “faces” ask the group to brainstorm the answer to the question ‘What makes a happy family?’
- Encourage the group to think broadly about the many kinds of behaviour and attitudes that can make a family happy.
 - Probe and debate some issues that the participants raise more deeply. For example:
 - i) Respect:
 - Should children just respect their parents or should parents respect children too?
 - What does “respect” mean?
 - Is it just fearing and obeying, or ...?
 - ii) Love:
 - What does loving someone mean?
 - Does loving someone mean that you take care of them?
 - How do you take care of someone?
 - Does it mean you give the people you love everything they want?
 - Does it mean you hurt them in order that they learn what is right and wrong?
 - How do you feel if parents show their love to you?
 - How do you feel if they do not show their love to you?
 - iii) Having enough money: talk about how important that is and ask if money is enough to make a family happy on its own.
 - iv) Other important ideas for making a family happy are:
 - Making each other feel safe and protected inside the family.
 - The mother and father having a strong and loving marriage.
 - Equal and fair treatment of everyone.
 - Warmth from parents to each other and children.
 - Talking with each other about their experiences, ideas and feelings and showing acceptance, understanding and kindness.
 - Sharing of household jobs and responsibilities.
 - Having fun together.
 - Encouraging family members to interact with the world outside the family confidently – helping children go to school, welcoming friends to the house etc.

5. Next ask people to brainstorm what makes a family unhappy. Help participants explore different ideas by prompting and probing.
 - For example, an unhappy family may argue over things: the mother and father may not listen to each other, the parents may not listen to the children and the children may not listen to their parents: people may use violence or hurt each other, people may blame each other a lot, people may feel jealous or unloved, the older people may demand respect even though they do not act in a way that deserves it and the younger people may not pay enough attention to the knowledge and experience of the older ones, family members may not know how to talk and listen and show interest in each other and how to have fun together.
6. Point out the line with the scale 0 – 10 between the two faces. Ask participants where they would prefer to be on the scale 0 -10 between the unhappy and happy family.
 - All the participants should go to stand at the number that represents the kind of family they would like to live in.



- Ask people to explain their reasons for standing where they are.
 - Conclude that everyone would prefer to live in a happy family and we seem to have some good ideas about what makes a family happy and what makes it unhappy.
 - Let everyone sit down again in the big group.
7. Say that even though we know what to do to make a family happy, sometimes things go wrong.
 - Ask participants if they have ideas about the reasons for why things go wrong. What do fathers do sometimes that makes a family unhappy? And mothers? What do sisters and brothers do? What do they themselves do?
 - Conclude by saying it is sometimes hard for people – parents and children – to do the things we need to do to make the family happy when they feel stressed, angry, resentful, jealous, afraid, disappointed or worried.
 8. Ask if people have ideas about what to do when they feel stressed, sad, afraid, angry, resentful, jealous etc.

- Ask if they remember what they learned in the chapter 1 sessions that might help (communicating to others about how you feel and what you are concerned about, listening to them when they talk to you to try to understand their feelings and point of view, taking three steps “positive actions”).
 - Give people time to think, then write up participant’s main ideas on the whiteboard.
 - Write up people’s main ideas on the whiteboard.
9. Then ask the group, “why do you think being part of a happy family is important for children and young people?”
- Encourage the group to discuss and think about the benefits of being part of a happy family.
 - Some examples of benefits are: feeling safe and secure, feeling love and warmth, feeling cared for – if you receive these feelings then that will help you behave in a way that gives other people those feelings. Having a sense of self-respect and respect for others. Learning to be a good parent.
10. Explain that children who are part of happy families and surrounded by strong and positive relationships will:
- Have happier childhoods and grow and develop in a positive way and will learn to have their own happy relationships and families in future.
 - Be better able to cope with difficult times and bad things that happen because they feel good about themselves and know how to make good relationships with others. They are more resilient.
11. Summarise the session by saying that in order to stay at the happy end of the scale (5-10) families have to work hard at relationships and each other. Explain that some of the other sessions in this chapter will focus on important things you can as a member of a family to help encourage positive relationships and avoid harmful ones.
12. Ask the group what they learned that was useful today before asking them to carry out the Ideas Into Action ask below.⁹

Ideas Into Action: ask everyone to observe and note down one example of a positive relationship or behaviour or action making a family happy and one example of a negative relationship or behaviour or action that makes a family unhappy. This must be real relationships and behaviour that they see and hear themselves. It can be their own or other families. They should not use people’s names when they report back to the workshop just say “the mum” or “the brother”.

⁹ This exercise originally featured in the FHI Parenting Club Curriculum, written by Katharine Owen & was amended for use in this toolkit.

Session 2: Family Life



What is it?

Participants first draw pictures of their families and then answer randomly picked questions designed to prompt people to reflect on their own experiences in their families.

Why use it?

- To give participants more time to reflect on their relationships with other family members.
- To increase understanding about what happens in family relationships; what goes well and why and what goes badly and why.
- To start to consider their future lives as parents and to think what kind of parents they would like to be.
- To have participants practice both talking about themselves and listening kindly and carefully to others as they talk about themselves.

Resources needed:

- Coloured crayons, pens and colours paper.
- Discussion cards from the resource sheet.
- A container to put the discussion cards in.
- Flip chart paper, marker pens, tape.

Time:

90 minutes.

Facilitators' notes:

- This session is important because it gives time to people to remember and reflect on their own real experiences in their families and listen to other people's experiences.

- The resource sheet provides some questions for discussion. If you can think of other questions to encourage talking about families and relationships, roles and gender connected to families then add your own.
- It is important to pick out, clarify and facilitate debate around issues participants raise that are important to the toolkit e.g. encourage participants' awareness of their own and other family members' feelings and ideas; encourage discussion about how conflict or unhappiness in the family happens and how to deal with it positively; encourage analysis of abuses of power when the participant or other family members are hurt or pressurised or not allowed to contribute to decisions that affect them because of their gender or age.

How to use it:

1. Give each participant a piece of blank paper and some pens and ask them to draw a picture of their own family. This can include parents, step-parents, grandparents, siblings and half-siblings and other relatives. Allow about 15 minutes for this task.
2. When the group has finished – ask if any volunteers want to share their drawing and explain who is in their family and what roles they play e.g., “this is my big sister. She goes to school. She also looks after the younger ones sometimes and she’s good at raising pigs for extra money.”
 - Do not force anyone who does not want to do this to share their drawing.
 - When a few people have talked a little about their families then stick all the pictures up on the wall.
3. Show the container of “discussion cards” to the group. Explain that each card asks a question to prompt us to think and talk about our experience within our own families.
 - First model how to use the “discussion cards”. Ask a volunteer to pick out one card and read it out to you the facilitator. Answer it. Take a few sentences to tell a story to give your answer. Describe your feelings and the feelings of others involved in that story.
 - Repeat by asking another volunteer to answer the question read out from a card someone else can pick out randomly.
 - Then ask the group to split into pairs to choose discussion cards and listen to each other tell their stories from their own real experiences to answer the question on the card.
 - Tell them to take a new card when they have finished discussing their answers to the question on the first one they picked out.
 - Ask people what they have discussed before that might be useful to remember now (ground rules, encouraging, not mocking and confidentiality; listening carefully).

4. When all pairs have had an opportunity to discuss with their partner using at least one discussion card, ask everyone to return to the big group and facilitate sharing.
 - Ask volunteers to share with the big group what question they discussed and what they discovered about themselves and each other.
 - Encourage other people in the big group to share similar experiences in their families.
 - Encourage the quieter members of the group to share but no one should feel forced to talk.
 - Prompt sharing on:
 - What kinds of relationships participants have with other members of their families.
 - How they feel about different relationships and why. People might talk about various feelings e.g. love, forgiveness, trust, fun, fear, anger, jealousy, sadness and loneliness.
 - Recognising when a relationship goes well and makes us feel good, how that happens.
 - Recognising when a relationship goes badly and makes us feel bad, how and why that happens.
 - How it is to feel safe and cared for in the family and how it is if you don't.
 - Decision-making, power and responsibility, gender roles and the roles of parent and child.
 - Allow up to 20 minutes for this discussion.
5. Ask the group if the discussion has made anyone wonder anything new about families and family life. Does anyone want to ask a question about anything related to family life?
6. Conclude the session by:
 - Asking people what was the most interesting thing they learned about this session and why.

Resource Sheet

Session 2:
Family Life



Resource Sheet: Family Life

<p>How should children & young people spend time with their parents?</p>	<p>What is the best experience you've had of spending time with your mother?</p>
<p>What is the best experience you've had of spending time with your father?</p>	<p>How much do you know about your mother's life? If you could know more, what kind of things would you like to know about?</p>
<p>If you were a mother/father is there anything you would change about the way you care for your children?</p>	<p>What is the worst thing about your relationship with your mum? With your dad?</p>
<p>What do you think you will like most about being a parent one day in the future?</p>	<p>How much do you know about your father's life? If you could know more, what kind of things would you like to know about?</p>

Resource Sheet

Session 2:
Family Life



What's the best time you ever had with (one of) your brothers or sisters?

What is the best thing about your relationship with your mum? With your dad?

Is there anything you would like to change about your family?

What do you think you will dislike most about being a parent one day in the future?

Can fathers care for children as well as mothers? Explain your reasons for your opinion.

What's the worst time you ever had with (one of) your sisters or brothers? Why?

Session 3: What Do You Believe? Roles In The Family

What is it?

A game where participants decide whether they agree or disagree with statements relating to family roles and behaviour or different family members.

Why use it?

- To enable young people to consider how ideas about the gender roles of men and women, boys and girls as well as children and adults in families may differ.
- To give young people a chance to consider what kind of roles they want for women and men, children and adults in families.

Resources needed:

- Questions to ask – from the resource sheet.
- On flip chart paper draw large “Happy” (agree), “Unhappy” (disagree) and “Puzzled” (unsure) faces.
- Flip chart paper, marker pens, tape.

Time:

60 minutes.

Facilitators’ notes:

- This activity is designed to help young people think critically about the roles we take up in our families. In order to do that the facilitator will need to make links between this session and the previous sessions on culture, gender and child rights.
- Also help participants link the discussions in this session to the issues raised in relation to happy and unhappy families in previous sessions.
- It is important for the facilitator to ensure a wide variety of opinions are shared.
- It is important that the facilitator probes the groups’ opinions to deepen the discussion. For example, if in answer to the statement “men must act as the head of the household,” all the boys go to stand next to the “disagree” face and very few of the girls do, then help the group reflect on this and learn from it: “I can see all the boys are disagreeing that men must be the head of the household. I think that means that you think women could be the head of the household, or men and women could share?” Check and ask more about their ideas. Then point out that although most of the boys think that women could act as head of the household, most of the girls think a man should be the head of the household. Why do girls think that? Boys think girls could grow up to be the head of the household and girls do not. Why?

How to use it:

1. Place the smiley face : 😊 (agree), angry face 😡 (disagree) and puzzled face 😕 (unsure) in three separate parts of the room. Explain to the group that you are going to read out statements that relate to roles and behaviour of different family members. When they have thought about the statement and decided what their own opinion is each participant should go and stand next to the picture that shows what they think.
2. Select an interesting mix of statements to use. Some should link with issues you know have been raised in previous sessions and some with new issues you want to raise.
3. Ask everyone to stand up. Read out one of the statements. Ask participants to decide if they agree, disagree or are not sure about the statement and stand beside the appropriate sign.
 - Check that everyone understands what agreeing (or disagreeing) with the statement means and that they are standing in the right place to express their opinion.
4. Facilitate a debate about the statement:
 - Ask those who agree with the statement why they hold that opinion.
 - Ask those who disagree and then those who are not sure their reasons for their opinions.
 - Ask everyone to listen carefully to each group's views and try hard to understand them. Give people time to think and to talk. Help people clarify their ideas.
 - Encourage debate by asking one side to comment on the other side's views.
 - Ask where these opinions come from and link to ideas about how culture influences our thoughts and behaviour from chapter 2.
 - Ask what the consequences of the opinion are. Ask if having that opinion will lead to decisions and behaviour that are fair and just. What effect will it have on other people's feelings and lives?
5. Ask if anyone would like to change their opinion about the statement based on what they have heard – if so, they can move groups.
6. Repeat the process with the other statements that you have selected.
7. When you have finished the exercise bring the group back together. Ask if they have any ideas about how change in relation to roles can be achieved. Ask if they have any questions and summarise by reminding them how ideas influenced by culture often change within communities and between generations.

8. Close the session by asking what the most important thing is that they learned today and is there anything they may do differently as a result.
9. Before closing, share the Ideas Into Action task.

Ideas Into Action: select – or ask participants to select - four or five of the statements that provoked most interest and debate. Ask participants to carry out a small survey by asking i) people their own age their opinions about each statement and ii) older people (parents, grandparents) their opinions about these statements. Make notes of who they asked (not the name but the “role” e.g. “friend” or “mum”) and what the opinions were for each person. Report back to the workshop.

Resource Sheet

Session 3:
What Do You Believe?
Roles In The Family

Resource Sheet: What Do You Believe? Roles In The Family

Statements For Discussion:

- It is a father's job to teach his sons to fight.
- Only girls should learn how to cook.
- If you compare men and women, men have an easy life.
- Its okay for parents to blame children when the child does something the parent does not like.
- It is not good for parents to show too much love to children as it may spoil them and make them too proud.
- Children and young people should not waste time with friends. They should spend their time working hard at school and helping at home.
- It is okay for parents to hit their children if they misbehave.
- Men should know how to repair things.
- It is the man's job to be head of the household.
- Men and women can never be equal.
- Equality is only possible in rich and well educated families.
- Love and warmth are the most important things for parents to give to children.
- It is important for parents to explain things to children, not just to tell them to do things.
- It is a man's right to have more than one sexual partner at one time.
- It is a woman's right to have more than one sexual partner at one time.
- Women should look after the household finances.
- Children should be seen and not heard.
- Children should always show their parents respect.
- Mothers can make important decisions as well as fathers.

Resource Sheet

Session 3:
What Do You Believe?
Roles In The Family

- Women should get permission from their husband in order to go out to work.
- Housework should be shared equally between men and women.
- Fathers should be close to their sons.
- Children should be grateful to parents for the sacrifices parents make for them.
- Money, nice things and a good reputation are the most important things parents can give their children.
- Parents must always be obeyed.
- Men should learn to wash their own clothes.
- Most men hide their emotions.
- Daughters should contribute to housework more than sons.
- A woman should never complain if her husband behaves badly.
- Mothers should be close to their daughters.
- Parents should pay attention to children and young people's feelings and opinions and let them contribute to decisions about their own lives.
- Women should not make decisions about whether to have another baby or not without their husband's agreement.

Session 4: Dealing With Conflict Between Parents & Children



What is it?

This session includes small and big group discussions.

Why use it?

- For participants to reflect on their own experiences of being raised and disciplined and to apply their ideas from this reflection to their future roles as parents and to consider what kinds of discipline they will use with their children.
- To consider the impact on children and young people of commonly used methods of child raising and disciplining.
- To share ideas about and agree what methods of child raising and disciplining are acceptable or not and why.

Resources needed:

- Resource sheet “guidelines for dealing with conflict” for everyone.
- Flip chart paper, marker pens, tape.

Time:

90 minutes.

Facilitators’ notes:

- In recent research for Cambodia’s NGO Committee on the Rights of the Child, separate groups of parents and children produced very similar ideas about what was expected of a “good child,” and how parents discipline children if they are not “good”. The research concluded that many parents lacked alternative methods to verbal and physical abuse for raising and disciplining their children. One aim of this session is to introduce some new ideas about how to raise and discipline children and young people to our participants for them to consider adopting when they become parents.

- The facilitator needs to be familiar with previous sessions on child rights (e.g. the examples of two kinds of parental discipline in the case studies of chapter 1 session 11); Session 5: Who am I ?; Session 7: How to deal with our feeling and Session 9: Learning to listen.
- It would help facilitators if they reflect on these issues of child raising and discipline themselves and discuss with friends and family to help prepare for the session.
- In this session we ask participants to think both as a child and as an adult. We ask them to reflect on their past and current experience of being a child inside a family and also to use that reflection to plan forwards as to what kind of parent they would like to be.
- An important point is that if parents have close relationships with children in which they talk and share ideas and feelings normally then when something goes wrong they will have a strong foundation and effective channels of communication with which to discuss and solve problems together. This is a kind of preventative method of discipline.

How to use it:

1. Explain that this session will be about ways to resolve conflict between parents and children that happens in families sometimes. Link to any previous relevant discussions that participants will remember from other sessions.
2. Write up the phrases “good girl” and “good boy”. Ask people what this makes them think of. Ask if parents want children to be good? Ask why.
 - Put participants into pairs or small groups and ask them to brainstorm together about what they think a “good girl” and a “good boy” are expected to be like (their qualities, how they behave)? Also ask them to describe what parents do to raise children to be “good”.
 - Then brainstorm in the big group and write up the main ideas under “good girl” and “good boy”.
3. Ask what kinds of behaviour by children and young people makes parents angry or disappointed? Ask about serious and less serious things. *For example*, breaking things, arguing with brothers and sisters, not doing their jobs, lying, stealing, skipping school, going out with friends, staying out late at night, taking drugs, having a boyfriend (if you are a girl).
 - Ask the reason why parents get angry about each type of behaviour. Ask people what they think is reasonable to get angry about and what is not.
4. Ask what kind of actions parents take to discipline children and young people when they do something the parents don't agree with.
 - Ask what kind of actions parents would take for a lesser problem.
 - Ask what kind of action they take for a more serious problem.

- Ask what kind of action parents take if the young person repeats the behaviour that parents don't like for example, a boy continues skipping school after his dad has discovered he has skipped school and warned him he must go to school once already.
 - On flip chart paper note down some steps from mild to serious elicited from what participants have said their parents typically do to discipline them. For example step 1: ask the child politely not to do that; step 2: scold, threaten and swear using harsh language to stop the bad behaviour; step 3: hit, beat or strike the child.
5. Ask participants to discuss what they think the impact is of each method of discipline. Write up and ask: what do you feel like and how do you react if your parent tells you to do something politely? What do you feel like and how do you react if your parent swears at you and blames you? What do you feel like and how do you react if you are beaten?
- Put participants back into their small groups.
 - Ask them to answer each of the questions by discussing together so they have ideas to contribute to the big group discussion that follows.
6. Debate in the big group:
- Write up the negative and positive impacts for each method of discipline.
 - include in the debate these points:
 - Swearing, blaming and insulting can make children and young people feel that they are worthless, shamed and inferior. It is against a child's right.
 - Beating is a way to force a child to do something against their will by inflicting fear and pain. Serious physical punishment is actually illegal in many countries these days and is certainly an abuse of children's rights.
 - Parents often have good intentions to teach right from wrong and help children act in a way acceptable to society. However sometimes punishments are unfair and a result of parents' anger which may ever have been caused by something other than the child's behaviour.
 - Parents do need to have ways to raise children to learn to follow some rules for living and behave in ways that do not hurt themselves or others.
 - Maybe the problem is sometimes that parents don't know what other methods to use?
7. Summarise the main points from the discussion above.
- Ask if people have any ideas about reasonable and effective ways to raise and to discipline children and young people. How would they like their parents to behave and communicate with them when there is conflict? This might include ideas already raised that have positive affects or new, extra ideas.

- Ask if people remember anything they have discussed already in previous workshops that could contribute to new methods. (For example, the ground rules, the ideas about talking and listening in order to understand each other; three steps to dealing with difficult feelings; ideas about gender equality and child rights: deciding that everyone deserves respect and no one is “lower” than you even if they are younger or female).
 - Discuss those ideas and write down the main ones.
8. The facilitator can either select some ideas from the resource sheet to add to the ideas participants have already raised and raise them for discussion or hand out the resource sheet for reading and discussion. Explain the resource sheet includes some extra ideas about how to raise children and discipline them. Say: these ideas come from many years research into raising children in a positive way.
- Read through (some) of the ideas in the resource sheet and discuss.
 - Ask participants what they think of these ideas from the point of view of being a child in a family. Ask: how would you feel if your parents treated you like this? Would it be effective? Are these ideas? Useful? What’s the difference between these ideas and what parents do now?
 - Ask participants what kind of relationship do they want to have with their children when they become parents? Would they use any of these new ideas?
9. Finish by asking everyone one important thing they have learned in this session.

Resource Sheet: Dealing With Conflict Between Parents & Children

Guidelines for dealing with conflict

1. For parents & children:

TALKING & LISTENING – BUILD UP A CLOSE WARM RELATIONSHIP – ASK & GIVE REASONS

Spend time talking to and listening to each other normally so you know each other and understand each other's point of view. Share your happiness and worries.



It is important for parents to be friendly with their children and make it a habit to talk to them about what they are doing and how they feel. Then when something goes wrong both parents and young people can continue to communicate.

- If a child makes a mistake find out why by asking the child what happened, why s/he did that and how she feels about the situation.

YOUNG PEOPLE JOIN IN MAKING DECISIONS ABOUT THEIR LIVES

As children get older help them make their own decisions or contribute to those decisions themselves.

- Describe the situation in which a decision must be made and ask for all the child's ideas about what to do. Don't judge. Add your ideas. Summarise all the ideas. Both go through the all the ideas about what could be done to deal with the situation together and decide which of the ideas to follow.
- Give children options and ask them to choose one.

2. For parents:

PRAISE

Praise children when they do something well or make an effort. Acknowledge their strengths and achievements. If young people feel good about what they do – because they receive recognition for doing it – then they will want to continue to do those things.

CLEAR RULES APPLIED FAIRLY

Be clear what the family rules are and explain them. For example, "it's not okay to go out with your friends if you have not finished your homework. If you do your homework you have a chance to learn more and succeed. You can go out on Sunday when you have some free time".

- Apply rules consistently and fairly for everyone.

Resource Sheet

Session 4:
Dealing With Conflict Between
Parents & Children

CONSTRUCTIVE CRITICISM INSTEAD OF BLAMING, INSULTING OR MOCKING

When your child makes a serious mistake explain clearly what was wrong about their behaviour and what the consequences will be. Do not attack the *character* of the child herself. For example, “stealing is terrible. If you steal from people they will not ever trust you and you may get in to big trouble with police. People will look down on our family. How would you feel if someone stole from you?” Rather than telling the child s/he is a terrible person and insulting and mocking him.

SOME NON-VIOLENT PUNISHMENTS

- Take away privileges e.g. not allowing the child to borrow your motorbike as s/he usually does for a week or not allowing her to see her friends at the weekend for a month.
- Find ways that the child can “pay back” for what s/he has done wrong e.g. extra chores.

Session 5: Parents & Problem Solving



What is it?

A sequence of two sets of small group discussions and role-plays related to dilemmas and problems that arise in families.

Why use it?

- For participants to reflect on their experience of being a child inside a family- how their parents raise and discipline them- and to use the results of their of their reflections to plan how they in turn would like to raise their own children and discipline them.
- To introduce some new ideas about how to raise and discipline children and young people for participants to consider adopting when they become parents.
- To introduce the idea that if parents have close relationships with children in which they talk and share ideas and feelings normally then when something goes wrong they will have a strong foundation and communication channel with which to discuss and problem solve together.

Resources needed:

- Case studies (short story) from the resource sheet.
- Flip chart paper, marker pens, tape.

Time:

60 - 90 minutes.

Facilitators' notes:

- The role-plays are deliberately designed so that as well as acting in roles as other young people like themselves, participants also have to act out parents' roles. This method promotes an ability to understand parents' points

of view and to come up with realistic methods to negotiate solutions to disagreements that could be acceptable to both parents and young people.

- It is important that the solutions reached in the second set of role-plays are realistic. For example, it is not realistic for Bopha's parents to simply say, "Yes, that's fine, marry whoever you like." A role-play like that just avoids the real issues of disagreement between parents and young people rather than finding out what those disagreements are and addressing them.
- Facilitators need to be familiar with ideas raised in previous sessions in order to facilitate this session effectively.
 - i) Chapter 1: awareness of one's own feelings and ideas and of other people's; communicating feelings and ideas; listening; taking positive actions that do not hurt yourself or others.
 - ii) Chapter 3 session 4, "Dealing with Conflict between Parents & Children": having a close, warm relationship in which parents and children share ideas and feelings so that good communication is possible when things go wrong; facilitating young people to start to make their own decisions.

Case Studies

- Men who have sex with men (**MSM**): in every society, some men and women too, are born who naturally feel attracted to their own sex. Some societies let people follow their nature and some societies try to force people who feel like that to suppress their feelings and conform to what the majority do. It is a human right to be able to express your own sexuality as long as you are not exploiting or abusing anyone. It is not illegal in Cambodia to have partnerships with someone of the same sex as you. In this situation "Vith" is not abusing anyone and he is not being forced or exploited himself.
- **Prevention:** If parents had closer relationships with their children and understood their needs and points of view better then maybe some of these situations would not happen or would not happen in such a risky way. For example:
 - i) Sothea: if her parents recognised it is normal to need to have friends Sothea could spend some time with her friends openly, not secretly. Her parents could help her deal with the teacher who scares her so she would not skip school.
 - ii) Panha: if his parents were more open in talking about sexual relationships, Panha might be more mature and think of the consequences of having sex before he has sex. Maybe he would have used a condom or maybe he would not have had sexual intercourse at all.
- **Dara & Somoly:** these case studies should be compared with each other to explore gender differences. Challenge any gender inequalities that are raised.

How to use it:

1. Ask the group to brainstorm common situations in which young people and children have problems or disagreements with parents. (For example- not doing well at school, coming home late, spending time with friends outside the family home, parents not liking a young person's choice of friends, or marriage partner or the young person's plans for their future, or the clothes they wear... etc.)



2. Split the group into pairs (one girl and one boy). Each pair will imagine what parents would do when faced with a serious problem with their child.
 - Give each pair a case study to think about and prepare. Use ideas suggested by the group (step 1) or some of the prepared case studies from the resource sheet.
 - Explain that each pair will:
 - i) Discuss what the mum would think and feel and why and what the dad would think and feel and why. Would the mum and dad have different attitudes and behaviour towards their child in this situation? Would they agree about what to do or would they argue?
 - ii) Then prepare a role-play of a short discussion between the mother and father about what they should do to deal with this situation and why.
 - Write up these instructions clearly.
 - Facilitators check with pairs as they prepare and practice for 15 - 20 minutes. Prompt them to think about issues they have missed. Prompt them to make the role-plays realistic.
3. Ask a few pairs to volunteer to show their role-plays. Explain that you want the audience to decide if the role-play is realistic. Read out or explain what the "situation" is first.
 - After each role-play ask:
 - What participants thought about the methods the parents were planning to use to deal with the problem with their child?

- Would that really help to solve the situation for everyone involved: the child, the mother and the father?
 - How realistic the role-play was? Did it represent the real issues in that situation and show people behaving in a realistic way?
4. Split participants into small groups to prepare a second role-play. This role-play will be between the young person in the case study and their parents.
- Put two sets of the previous pairs together to make groups of four so people who have already discussed together stay together. Ask them to choose one of the case studies they worked on before to continue working with.
 - Ask the small groups to:
 - i) Consider and describe the point of view of the young person in their scenario: what is s/he thinking? What is s/he feeling? What are her/his reasons (for wanting to skip school or go to the ceremony (*bon*) or ...)?
 - ii) Consider and describe the point of view of the mother and the father. What do each of them think and feel? What are they worried about?
 - iii) Decide what kind of negotiating skills both sides would need to talk to each other to deal with this problem for example: listening, communicating about yourself and your reasons and needs, understanding the other person's point of view.
 - iv) Prepare a role-play of the parents talking with their son or daughter trying to resolve the problem.
 - Write up these instructions clearly.
 - Facilitators check with pairs as they prepare and practice for 15-20 minutes. Prompt them to think about issues they have missed. Prompt them to make role-plays realistic.
5. Ask a few pairs to volunteer to show their role-plays. Read out and explain the "situation"
- After each role-play ask:
 - What participants thought about the way each side tried to solve the problem: was it fair? Was it reasonable?
 - Would that really help to solve the situation for everyone involved: the child, the mother and the father?
 - What could the parents have done in some of these situations (especially Sothea's and Panha's situations) to *prevent* the situation from happening? (Refer to point 1 in the resource sheet for session 4 on the importance of building open relationships.)
6. Finish the session by asking the group what they have learned about the difficulties faced by parents and young people when trying to resolve conflicts and solve problems together.
- Does imagining the parents' point of view help young people?

- What skills and attitudes do you need as a parent to communicate well with your child and deal with problems the child has?
 - What skills and attitudes do young people need to negotiate with parents when the young people finds themselves in a difficult situation?
 - What might the participants decide to do differently as a result of these discussions when they become parents in the future?
 - What might participants decide to do differently as a result of these discussion in their life now in relationship to their parents?
7. Summaries the main point's participants have discovered from this session.

Resource Sheet: Parents & Problem Solving

CASE STUDIES FOR PROBLEM SOLVING

1) **Sothea** is 15 years old. Her parents think it's a waste of her time to have friends and go out and have fun. They just want her to work hard at school. They make a lot of sacrifices to help her continue her studies. Sothea is scared of her new teacher but her mum and dad just say she should respect the teacher. Now Sothea's mum and dad have discovered that she has missed school the last few days. She has been secretly getting changed out of her school uniform and spending the day with friends instead. They are not sure where Sothea has been spending her time.

- **What should her mum and dad say and do now with Sothea?**
- **What should Sothea say and do now when she talks to her mum and dad?**

2) **Vith** is 18 years old. He has recently realised that he's not interested in girls – like many of his mates are. He is attracted to other boys. He's scared he will have to pretend to like girls and have a miserable life living against his own nature and always keeping his real feelings secret. He knows other boys who feel like he does but he is afraid most people will hate him. Vith tells his mum and dad that he thinks he might be homosexual.

- **What should his mum and dad say and do now?**
- **What should Vith say and do now?**

3) **Bopha** is 18 years old. She works in the market at her aunt's vegetable stall. In the last six months she has met a young man two or three years older than her who she feels very attracted to. He is funny and kind and says he loves her and wants to marry her. Bopha tells her mum and dad that she does not want to have an arranged marriage as they had planned. Instead she wants to marry the man she loves. Bopha and her parents discuss.

- **What should her mum and dad say and do now?**
- **What should Bopha say and do now?**

Resource Sheet

Session 5:
Parents & Problem Solving

4) **Panha** is 16 years old. In the last year he has spent a lot of time with friends. He loves his time with his friends – they have fun and understand each other. The boys all hang out with a group of girls from the same neighbourhood. Six months ago Panha started spending time with Ritha who is a sweet, funny, pretty girl – the daughter of some neighbours from across the road. Panha persuaded Ritha to have sex with him, but he didn't think of any consequences like making Ritha pregnant or passing on an STI or HIV or what would happen in the future if they decided to marry or not to marry. Now Ritha is pregnant and her mother and father have found out and are very angry. They go to visit Panha's parents to tell them that their 16 year old son has got their daughter pregnant. Panha's parents then confront him with the fact that they know what has happened.

- **What should Panha's mum and dad say and do now?**
- **What should Panha say and do now?**

5) **Somoly** is 17 years old. She is excited because the village is having a big ceremony (*bon*) with lots of visitors coming and music to dance to. All her friends will be there wearing their prettiest clothes. She asks her mum and dad if she can stay at the (ceremony) *bon* in the village with some friends which will mean she is later coming home than usual.

- **What should Somoly's mum and dad say and do now?**
- **What should Somoly say and do now?**

6. **Dara** is 17 years old. He is excited because the village is having a big ceremony (*bon*) with lots of visitors coming and music to dance to. All his friends will be there wearing their trendy clothes. Dara asks you if he can stay at the (ceremony) *bon* in the village with some friends which will mean he is later coming home than usual.

- **What should Dara's mum and dad say and do now?**
- **What should Dara say and do now?**

Session 6: Reaching Out To Parents

What is it?

A poster making activity.

Why use it?

- To summarise the ideas participants have raised in this chapter about relationships with parents in a creative, fun way.
- To give participants an opportunity to express and share their ideas about what young people need from their parents.

Resources needed:

- Many kinds of creative materials needed to make posters including paper, coloured pens and crayons, paint, pictures from magazines, scissors, glue.
- Flip chart paper, marker pens and tape.

Time:

60 minutes.

Facilitators' notes:

- This activity is intended to promote positive ideas and the voices of young people themselves about the roles and responsibilities of parents or future parents.
- The aim of the activity is to spend some relaxing time creating something attractive, so it is important for facilitators to show interest in participants' artwork, to prompt ideas if people seem stuck, to encourage the use of many kinds of materials, if people are shy at first to use them and not to criticise.
- It is very important to have many kinds of attractive materials for participants to use to make posters. They can also use natural materials if they are available – e.g. leaves and flowers – to stick onto the posters for added variety.

How to use it:

1. Explain the purpose of the tool to the participants.
2. Ask the group to brainstorm:
 - i) What children and young people need from their parents?
 - ii) The roles and responsibilities of parents to their children.
 - If necessary prompt participants by helping recall some needs and some roles and responsibilities that have been raised in discussion in the last five sessions.

- Examples might be: to love children, to share affection, to praise, to teach children right from wrong, to provide guidelines for behaviour and discuss when things go wrong etc.
 - Record the key ideas or phrases on flip chart paper so that everyone can see them.
3. Explain to the group that they are going to make posters with pictures and messages that 'reach out to "parents"' to tell them what their children need.
- They can refer to the ideas they have just brainstormed and any other ideas they have.
 - They can work alone or in pairs to help plan their ideas.



- Tell the group that it does not matter if they are a great artist or not, the important thing is expressing their ideas and having fun making something.
 - Make plenty of attractive materials available.
 - Allow plenty of time for this activity and use more than one session if needs be.
4. When completed stick all the posters up and ask people to look at each others posters. Ask a few volunteers to present their posters explaining what the ideas are behind them.
5. Then the posters can be shared and displayed around the workshop room or in the local community.

Session 7: What Is Domestic Violence?

What is it?

Participants work in small groups to recall examples of domestic violence from their communities, then analyse these examples further in a big group.

Why use it?

- To provide a definition of domestic violence.
- To be clear that there is a perpetrator and a victim in cases of domestic violence.
- To realise that violence in families can be sexual, economic and psychological as well as physical.
- To start to see that gender inequality and inequalities between adults and children are a major cause of acts of violence in families.

Resources needed:

- Resource sheets for everyone.
- A5 and A4 size for small groups to write and draw on and pens.
- Flip chart paper, marker pens and tape.

Time:

60 minutes.

Facilitators' notes:

- Use the full phrase “domestic violence” not just “violence” so that participants remain clear that the discussion is about violence in the family (not other kinds of violence like violence between neighbours, gangs or countries).
- Look for opportunities to help participants to link examples of domestic violence they raise to gender inequality or to the inequality of power that exists between children and adults – topics raised in previous sessions.
- Facilitators need to be confident about the facts connected to domestic violence in order to support their statements. For example, see “Violence Against Women: A Baseline Survey 2005, MoWA” or the sections on gender and domestic violence in the “Cambodian Demographic Health Survey 2005”, for information to support the fact that the vast majority of domestic violence is carried out by husbands against wives. See Tearfund’s report “Stop Violence Against Us, 2006” in which children said 50% of boys and 36% of girls had been beaten by their parents.
- Sexual violence in the family: this is very serious and is often a subject people keep secret and feel uncomfortable to discuss. Many people think sexual assault only happens outside the family but unfortunately this is not

true. It is important that the facilitator checks that people understand that even in the family children and women can be sexually abused and exploited. This includes sexual abuse of children and husbands raping their wives. The facilitator needs to use a serious but sensitive tone in this discussion. Since this is a sensitive topic that can make people feel shy, the facilitator needs to discuss what s/he thinks about the subject with colleagues or friends, before facilitating the session, in order to feel confident and comfortable in facilitating this topic with young people.

How to use it:

1. Explain that following earlier sessions when we talked about how to have positive family relationships and how to deal with conflicts in families between children and parents positively, participants will now spend some time thinking and learning about violence that can happen in families.
2. Ask if participants have heard the phrase “domestic violence” before?
 - Asking participants to contribute their ideas about what domestic violence is.
 - Confirm ideas that are right.
 - When participants suggest examples that are outside the definition of “domestic violence” explain clearly why they are not domestic violence. For example they may be acts of violence but they are not domestic – that is, they are not committed by members of a family against each other.
 - Write up and explain the following definition: “domestic violence refers to any violence that occurs in a family and is perpetrated by one or more people to control the other(s) living in the family.”
 - Say that this is a serious topic because it is about human beings hurting each other and about family members causing harm instead of looking after each other.
3. Explain that the small groups are going to recall and note down what they know already about domestic violence from their own communities.
 - Split the participants into small groups. Give each group a name like “cat” or “cow.”
 - Hand out large coloured cards and pens to each group and explain they should write and/or draw examples of the different kinds of domestic violence they know about from their communities, one on each card.
 - Explain that they should use what they know from real life but not talk about particular people or use their names. Check that people understand that this is necessary to keep confidentiality.
 - Ask them to write their group name on each card so you can identify which group wrote a card and ask the group about their idea later if you need to.
 - Allow about 10-15 minutes.

- Go round the small groups when they start work to check they have understood the instructions.
4. Each group takes turn to stick their cards on the white board or flip chart paper.
 5. Explain that we can learn more about domestic violence by analysing the examples of domestic violence given on each card. Facilitate a discussion by asking the following questions about the domestic violence situation described on each card. If there are too many cards then just select some that will be most useful to the discussion.
 - Ask:
 - i) Is this domestic violence? Why? Everyone check against the definition. If some cards describe something that is not domestic violence put them in a separate group.
 - ii) Who is hurting who? Who is the perpetrator and who is the victim? Facilitator makes two lists on flip chart paper under the headings “Perpetrator” and “Victim” and writes participants’ ideas down under the appropriate heading e.g. Perpetrator is Husband, Victim is Wife.
 - iii) How is the perpetrator hurting the victim?
 - Facilitator show participants previously prepared four headings “Physical,” “Psychological”, “Sexual” and “Economic”.
 - Explain that to understand how serious domestic violence is and how it can affect our lives it’s useful to notice different kinds of violence.
 - Write down the different kinds of actions raised by participants under the appropriate heading. One card might include more than one kind of violence. Ask how a victim feels when s/he is beaten and point out that every kind of violence also has a psychological impact.
 - If the cards do not provide examples of some kinds of violence e.g. economic violence, then ask participants if they have examples to add. Check people’s understanding of the headings and have clear examples you can use.
 - iv) Ask what *reasons* we can imagine for the perpetrator acting badly like this. Is it just? Is it fair?
 6. Summarise the information collected so far:
 - Who hurts who?
 - What kinds of things do people do to each other that hurt each other physically, mentally, sexually and economically?
 - Why do people hurt someone else in their family?
 7. Handout the resource sheet.
 - Read through each of the four headings.

- Check people understand “physical”, “psychological”, “sexual” and “economic” forms of violence.
 - Sexual violence in the home: it is important that the facilitator checks that people understand that even in the family, children and women can be sexually abused and exploited. This includes sexual abuse of children and husbands raping their wives.
 - Psychological violence: provoke some debate about this. All the other kinds of violence also have a psychological impact – if someone beats us we feel scared, we lose self-esteem and confidence etc. This heading also includes serious forms of psychological violence such as threats and bullying to make others feel afraid and inferior all the time. It does not include just having an argument and occasionally being nasty to someone! It is about a serious degree of emotional impact.
 - Economic violence: provoke debate on this. It refers to a serious degree of exerting control in order to reduce another person’s economic freedom and independence. Check whether participants agree that a husband refusing to let his wife work is an example of domestic violence. Ask if they can connect this to gender inequality in chapter 2.

- 8. Explain that most serious domestic violence is carried out by husbands against wives and parents against children.
 - Ask participants if they have ideas as to why that is true?
 - Say that in the next session we will learn more about why and how violence happens in our families.

Resource Sheet

Session 7:
What Is Domestic Violence?

Resource Sheet: What Is Domestic Violence?

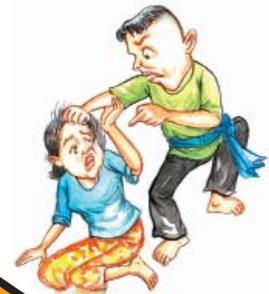
Psychological Violence:

- making threats to hurt someone;
- constantly putting a person down;
- unreasonably stopping someone from seeing their friends or family, stopping someone from having a job;



Physical Violence:

- hitting, beating, punching, belting, using weapons;
- throwing or smashing things;
- ...



Domestic Violence: domestic violence refers to any violence that occurs in a family and is perpetrated by one or more people to control the other (s) living in the family. Violence can be divided into four types: physical, sexual, emotional and economic violence.



Sexual Violence:

- making other people in the family do sexual things that they don't want to do;
- rape including forcing a wife to have sex when she does not want to;
- using children in the family for sex;
- ...

Economic Violence:

- not giving a person any money or making them beg for every riel;
- constantly checking what someone spends money on;
- stopping them from working;
- taking all their money from them;
- ...

A "family" can include:

- a husband and wife (those who legally get married or those who do not but they live together in a family).
- Dependent children (including both biological and adopted children).
- Those who live dependently under the same roof, including uncles and aunts, grandparents and domestic helpers, too.

Session 8: Beliefs & Facts About Domestic Violence

What is it?

The big group brainstorms ideas about causes of violence in the family. Then small groups review commonly held beliefs about domestic violence to explain whether they agree with them or not and why. The facilitator adds information from research in order to clarify the reasons why domestic violence happens.

Why use it?

- To challenge some common incorrect beliefs about domestic violence by providing alternative facts.
- To show that gender and age inequalities are underlying causes of domestic violence.
- To give participants opportunities to reflect critically on common beliefs and to untangle the complex combination of factors that lead to domestic violence.

Resources needed:

- Resource sheets for everyone.
- Coloured cards for each participant to write on.
- “Belief” statements (from the resource sheet) written on cards – one for each small group.
- Flip chart paper, marker pens, tape.

Time:

120 minutes.

Facilitators’ notes:

- Facilitators need to be confident about the facts connected to domestic violence in order to help participants think critically and become aware of their own attitudes towards these beliefs. As well as being very familiar with this session’s resource sheet it would be helpful to read reports about research into domestic violence in Cambodia e.g. “Violence Against Women: A Baseline Survey 2005”, MoWA or the sections on gender and domestic violence in the “Cambodian Demographic Health Survey 2005”.
- You might select a few beliefs and facts listed in the resource sheet, depending on the time available. The most important “belief” to challenge is belief number 3 – that men as head of the household have the right to control and discipline women. This is the underlying gender inequality that leads a majority of respondents in surveys on domestic violence to agree that it’s acceptable for husbands to hit wives if a wife challenges her husband’s authority (see Violence Against Women: A Baseline Survey 2.1.1.1 table 2).

- It may help to remind participants of their earlier discussions about “beliefs” in chapter 2 on culture and gender in the discussion about “beliefs, facts and research”: Step 2. Common beliefs are not always correct. We should reflect on beliefs, be open to new ideas and facts and consider the reasons why people believe things that do not account for the facts.
- A complex combination of factors leads to domestic violence. Facilitators should take time to think about this when preparing for this session. Inequality in power and value between different groups in society is one main factor – the inequalities in power between women and men and adults and children. Men, women and children know that laws will rarely be enforced to support women’s and children’s rights when they are harmed. Traditional gender and age-related roles in families can lead to a lack of personal communication about feelings and opinions between family members so people do not have verbal, non-violent ways of dealing with disagreement. Stress also tends to make many people more aggressive and violent. Men often have not learned non-violent ways to deal with feelings like anger and shame.
- Help participants clarify their own ideas about what causes domestic violence. For example, if some people think one reason for domestic violence is “drinking” then elicit in what way participants think drinking is a factor, following the points made in the resource sheet. If they say “second wives” are a cause of domestic violence, elicit exactly what happens that leads from a man starting a relationship with a second wife to him beating his original wife. Who is most powerful and should take responsibility in this situation? Help young people untangle the complicated mix of cause and effect and get to underlying causes.
- An effective way to show what the statistics from the resource sheet mean, is to draw simple graphs of the information on flip chart paper and then check if participants understand them and explain further.

How to use it:

1. Ask the group, “Why does domestic violence happen?” Write that question on the flip chart paper. Rephrase the question several ways e.g. “What’s the reason for domestic violence?” Remind participants of any discussions relevant to this question they have had in the last few sessions already.

- Hand out a card to each participant to write their answer to the question on.
- Ask participants to take some time to think before they write down their ideas.
- Ask participant to stick their cards on the flip chart paper under the relevant question. Help people put similar answers together in one place.



2. Read through all the cards and summarise the main ideas participants have raised to explain why domestic violence occurs.
 - Say that for the rest of the session participants will check to see if any of their ideas do explain why domestic violence happens.
 - Explain the steps of the session:
 - First they will assess some common beliefs people have about domestic violence and why it happens to decide if participants agree with the belief or not.
 - Next they will compare these beliefs to facts about domestic violence that come from research and check to see if each belief is true or not.
 - Then they will return to the ideas raised by participants to check whether they explain why domestic violence happens or not.
 - Check participants understand what a “belief” is and what “research” is. Prepare ways to describe both. You could bring reports on research into domestic violence to show participants.

3. Split participants into six small groups.
 - Distribute the cards with “belief” statements written on them from the resource sheet for this session, one “belief” per group.
 - Explain that each group must carefully read their “belief” statement and then discuss together in order to answer the following questions:
 - i) Is this statement true?
 - ii) Explain why you think that it is true or not true?
 - iii) Why do you think people believe this?
 - Give the groups ten minutes to do this.

4. In the big group facilitate debate about each belief:
 - Have each belief statement written up on the whiteboard.
 - Ask each group to read out their belief statement and say whether they think it’s true or not.
 - Ask other groups if they think its true or not.
 - Mark on the whiteboard under the written statement how many think its true and untrue.
 - Ask the original group to explain their answer and to say why they think that others think the belief is true.
 - Ask for other points of view. Help people clarify their opinions by asking questions and challenging them and help participants to ask questions and challenge each other.
 - Introduce the resource sheet and explain it has information from research on domestic violence in Cambodia in it.
 - Use the resource sheet to explain why the belief is not correct either confirming or not different small groups’ opinions.
 - Draw a cross through the belief statement on the whiteboard.

- Clarify why people believe this although it is not true.
 - Ask people what the consequence of many people having this belief is. For example, keeping domestic violence secret, not taking it seriously, continuing the suffering of victims, not challenging perpetrators to take responsibility for their actions, permitting an environment in which the less powerful - children and young people and women - must always be scared of more powerful people etc.
 - Repeat the same process until all the beliefs have been discussed and crossed out.
 - Hand out the resource sheet.
5. Return to the flip chart paper made up of participants' ideas about the reasons for domestic violence (step 1).
- Go through the main ideas with the group deciding which ones are acceptable reasons for domestic violence and which ones are not.
 - Take out the incorrect ones and read through what you have left.
 - Ask if people have any "reasons" to add.
 - Ask if there are any questions.
6. Summarise that these are many factors that lead to domestic violence like people feeling angry and disappointed and losing their tempers. But the most important cause of domestic violence is the attempt to have power over and control other people. This is done mainly by men against women and children and men and women against children. It is an abuse of the greater power men have than women and adults have over children.

Ideas Into action: ask participants carry out a small survey of friends and family. Select some of the "belief" statements from the resource sheet. Select 3 – 6 people to ask: do you agree or not? Why? Why do people think this? Then share the information that comes from research in the resource sheet with them. Note down people's answers and reactions and report back to the next workshop.

Resource Sheet: Beliefs & Facts About Domestic Violence

Belief 1:

Domestic violence happens amongst uneducated, poor people who are members of the lower social class, not amongst higher class more educated people.

Fact 1:

Research around the world shows that violence against women and children can happen in all kinds of families, rich, middle income and poor.

- In Cambodia, poor people live on the streets or in smaller more open houses. Therefore, when couples fight it is easier for the neighborhood to notice it and this might feed the common belief that only poor people have fights.
- The Cambodia Demographic & Health Survey 2005 shows that:
 - 16% of women whose husbands received primary education report physical or sexual violence compared to 10% of women whose husbands had secondary or higher education (table 21.9).
 - About 15% of women who have no education compared to 6.5% of women who received a higher education reported suffering physical or sexual violence from their husband (table 21.5).
 - It seems that less educated men beat their wives more than more educated men. However 10% of women with educated husbands still suffer serious violence from those husbands. If a woman is educated it seems she is less likely to be beaten. However still 6.5% of educated women are beaten by their husbands.

Resource Sheet

Session 8:
Beliefs & Facts About
Domestic Violence

Belief 2:

“Don’t bring the fire out of the household”. Domestic violence is an internal, family affair, not a social problem.

Fact 2:

It is a social problem:

- The MoWA survey “Violence Against Women 2005” showed that:
 - 22.5% of women had suffered violence from their husbands. That is a very large section of the population, so domestic violence is not a small, private matter.
- The proverb emphasises the traditional belief that women must sacrifice themselves to protect the reputation of the family. The Cambodian Constitution, the Marriage and Family Law and the Law against Domestic Violence all say that wives and husbands are equal in every way and there should be no discrimination or abuse. So a woman has a right to demand safety and help, not to continue to suffer silently.
- Violence against women and children has many bad consequences that affect society.
 - It seriously damages women and children mentally and physically. It creates fear and loss of self-esteem.
 - It leads to the breakdown of families, society and trust between people.
 - It incurs costs for medical care and loss of ability to work and earn by women. Children take time off from school.

Resource Sheet

Session 8:
Beliefs & Facts About
Domestic Violence

Belief 3:

A man punishes his wife because she gives him cause to do so. He has rights to punish her because he is her superior & the “head of the household”.

Fact 3:

- If we accept this belief then we accept that:
 - Men are superior to women,
 - “Superior” people are allowed to enforce their superiority by using violence.
- The idea that men are superior to women is not a fact. It is a value judgement. Women and men have different sex roles and their cultures may give them different gender roles. However these roles should be given equal value and women should be equal to men.
- This idea illustrates that according to tradition, the man is the head of the family so he can “educate” his wife or children even if this education is in fact just violence and not education. If we accept this belief, then we accept the fact that a man has right to use violence to impose his authority.
- Cambodia is a democratic country and the Cambodian constitution states that:
 - Article 32: Every person has the right to life, personal freedom and security.
 - Article 38: Every person has the right to life, honor and dignity.
 - Article 45: There will be no discrimination against individuals or groups.
 - Article 48: Protects children’s rights.
- Law on the Prevention of Domestic Violence and the Protection of the Victims 2005 also makes violence of family members against each other illegal.

Resource Sheet

Session 8:
Beliefs & Facts About
Domestic Violence

Belief 4:

Men use violence when they are drunk & don't know what they are doing. Therefore we cannot hold them responsible for their violence.

Fact 4:

- Alcohol can lead to violence against women but it does not cause it. Drunkenness is used as an excuse. Alcohol does reduce our inhibitions. This has different affects on different people at different times. Some people become quiet and gentle with alcohol, some are funny and energetic.
- A person is responsible for his actions when he decides to drink alcohol. It is never alcohol alone that causes violence but the person who decided to drink the alcohol and who can be held responsible for drinking it and for the actions he took after drinking it.
- Research into the behaviour of perpetrators shows that usually they choose when and how to abuse their wife/children. For example, often they choose not to hit their wife in front of witnesses. They choose to hit their wife and not their boss, or neighbour. So violence is not usually spontaneous and accidental. Alcohol or no alcohol, the perpetrator is responsible for their own behaviour.

Belief 5:

“Plates in a basket rattle.” Violence in the family is not serious - every couple have disagreements sometimes.

Fact 5:

- There is a difference between “disagreement” where both people can express their different opinions equally and “violence” where one person tries to enforce their opinion, point of view and power over the other by physical force and fear.
- It is normal that family members will disagree at times. Members should be able to discuss their different feelings and opinions openly without fear. This is a normal, positive way of disagreeing. This is a family where members respect each other and are equal.
- In a violent relationship there is no equal discussion about different opinions but the victims (mostly women and children) fear to disagree as the man will punish them for disagreeing. This is a family where the man expects to have more power than his wife just because he is a man and she is a woman and the older ones expect to have more power than younger ones and abuse that power.

Resource Sheet

Session 8:
Beliefs & Facts About
Domestic Violence

Belief 6:

Women should not divorce their husbands, because children need their fathers.

Fact 6:

Women should be free to follow the law and divorce in order to find safety and get away from violence.

- Children who live in an abusive household suffer more than those living in a household without violence.
- Research on child development shows how serious the impact is on children who live in violent families. Children will suffer trauma or stress, never feel safe, not be able to concentrate well, have difficulty in making healthy, trusting relationships with others and may suffer violence directly themselves.
- Project Against Domestic Violence's (PADV's) research report "Plates In A Basket Rattle" (about domestic violence in Cambodia 1994), showed that men who were brought up in families with a violent father were four times more likely to hit their wives and children than men who did not have a violent father. Abused children have a greater tendency to become abusers. It is often safer for children and society in general to remove children from a violent father.

Session 9: Impact Of Domestic Violence

What is it?

Small groups discuss a story about domestic violence to understand the impact of violence on the family. In the big group they discuss what the victims need.

Why use it?

- To understand the serious impacts of family violence on the victims – wives and children.
- To learn about long-term as well as short-term impacts of violence on children.
- To consider the affects of domestic violence on the whole community.
- To consider the reasons men act violently in the family.
- To understand what the needs of the victims of domestic violence are.
- To understand that violence in the home is never the responsibility of the victims. It is the responsibility of the perpetrators and of people who permit the perpetrators to continue their violent actions.

Resources needed:

- Resource sheet 1: “Mara’s story” for everyone.
- Resource sheet 2: for facilitators (and maybe for participants too).
- Flip chart paper, marker pens, tape.

Time:

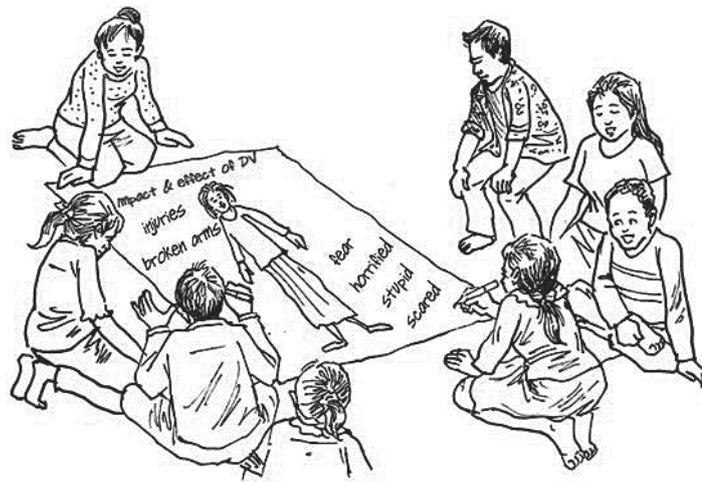
60 minutes.

Facilitators’ notes:

- Reread the chapter 1 session on trust and safety. The resource sheet for that session is a useful guideline for helping victims of domestic violence and abuse.
- Also read resource sheet two from this session on the impacts of domestic violence on women and children.
- It is important that participants (and facilitators) can empathise with how victims of domestic violence feel. If we understand their point of view we can understand what they need and also how we can help victims and behave differently so that violence is reduced. The next two sessions in this chapter are about how to help victims and how to prevent domestic violence. They follow on from this session on how violence affects victims.

How to use it:

1. Explain that participants will spend time today thinking about the consequences or “impact” of living in a family where someone is violent to other members of the family.



- Check people understand the idea of “impact” by eliciting a few examples from the group of the negative consequences of domestic violence.
2. Explain that you will read everyone a story about a woman called Mara who suffers violence in her family to help participants imagine the impact of domestic violence. Also people can think about any other experiences of violence in the home they know about to help them think about how violence in our homes affects us.
- Write up and explain the questions the groups will answer:
 - i) How does Mara feel? How does her husband’s violence affect her life?
 - ii) How do the children feel? How does their father’s violence affect their lives now? How might the experience of being raised in a violent family affect their futures?
 - iii) Why doesn’t Mara’s mum and dad help her?
 - Split participants into 3 small groups.
 - Read out the story expressively.
 - Repeat the questions.
 - Hand out copies of the story.
 - Hand out flip chart paper and pens for each small group.
 - Give everyone 15-20 minutes to discuss and think and prepare their answers for presentations.
3. Participants make presentations answering the three questions.
- Refer to the resource sheet to check that all the main points are covered. Prompt the group to think about anything they have missed or add it yourself.
 - Make brief summaries of how violence in the family affects Mara and the children and how it will have a long-term effect on the children when they are grown-up.

- Ask an additional question: what ideas do the participants have about the reasons that Chhun behaves violently to his wife and children? Refer to resource sheet two for ideas to answer the question.
4. Ask participants to use what they know now about the impact on Mara and her children of violence in the family, to think what Mara needs and what her children need now in this situation.
 - Brainstorm and write up participants' ideas under two headings: "Mara needs ..." and "The children need ..."
 - Prompt participants to find what the person needs by looking at how the person has been affected by the violence e.g. Mara feels alone and that no one cares, so Mara needs some people to care and support her.
 - Summarise the main needs that both wife and children have in this situation.
 5. Ask participants what they think of the decision of Mara's parents to tell Mara to stay with her husband and not complain. What do Mara and her children need from her family?
 6. Ask participants their opinions about the affect on society in general when women and children have no alternative but to endure violence at home. Refer to resource sheet 2 for guidance.
 7. To finish ask volunteers to say one new thing they learned from this session.

Resource Sheet 1

Session 9:
Impact Of Domestic Violence

Resource Sheet 1: Impact Of Domestic Violence

Mara's Story

Mara and Chhun have been married for nine years. They have three children – a boy aged 8, a girl aged 6 and a baby. Mara is afraid of her husband Chhun. He seems to like to control her life in many ways. He tells her she must not spend time visiting her sisters and must stay at home and look after her own house and children. She wants to use a birth spacing method because she thinks they don't have enough resources in their family to bring up more children well. For a long time Mara did not dare to discuss this with her husband. One day Mara explained her husband about the idea. Her husband was angry and said that he disagreed. A few years ago Mara wanted to help increase the household income by opening up a small stall to sell things but Chhun wouldn't let her do that. Chhun works for his uncle's business. He feels disappointed as it is not very successful and his uncle often shouts at him and puts him down in front of other staff. A few years ago one evening, Chhun came back from work in a bad temper. Mara asked him what the matter was and he struck Mara so she was bruised and fell over. Mara has been really scared to ask him anything since then. Now Chhun beats or punches his wife whenever he feels bad. He calls her names and says she is a useless wife and mother and he wishes he had not married her. Mara suffers everyday. The two older children sometimes see their father hitting their mum. They guess when Chhun is in a bad mood and go find a place to hide away from him. Mara is afraid he will start to hit them too, so she tries to stop them doing anything that might annoy Chhun. Mara asked her mum and dad for help, but they said it's up to her to be a good wife and reconcile with him. They are most worried that other people will realise that Mara gets beaten and start to look down on her and the family.

Resource Sheet 2: Impact Of Domestic Violence

1. How does Mara feel? How does her husband's violence affect her life?

- Mara could be physically injured in many serious ways.
- She's at risk of getting pregnant
- She feels afraid, angry, insecure, low self-confidence, inferior, not the same as other people, ashamed, isolated and lonely, lost trust in others, lost trust in herself, can no longer control her own life to protect herself or her children. She thinks maybe the situation is because she is no good- it's her fault.

2. How do the children feel? How does their father's violence affect their lives now?

- The children could be physically injured.
- The children will be afraid. They may become anxious and depressed. Some children withdraw from society and become very quiet. Some children start to act more aggressively and become disobedient. They will have little self-esteem – feeling they are not valuable, good people. They might have bad dreams. They might despair and run away.

Long term affects of violence: if children witness violence in the home regularly the violence will affect the way they develop as an adult. They might learn to behave like their father and hurt other people when they feel bad. Or the girl might learn to be submissive and accept the idea a husband beats a wife as normal. They might find it difficult to solve problems in a relaxed, peaceful positive way because they have not learned to do that by watching their mother and father do that at home.

3. Why does Chhun use violence against his wife and children?

He is disappointed and angry with his job; he does not know a peaceful way to deal with his difficult feelings (for example, from his job with his uncle) and talk to his wife to get support; he thinks he owns his wife and children and can use them as he likes when he is angry; blaming his wife makes him feel better for a while; he can act violently because he thinks no one will dare stop him. Maybe he saw his father act violently when Chhun was a child and copies him. Maybe his friends are violent to their wives and Chhun thinks it is normal, acceptable behaviour.

4. What affect does violence in families have on society?

Violence in the home creates a lack of trust and security; women and children live in fear of men; people think it's normal and acceptable to solve problems by forcing and hurting more vulnerable people to do as they like.

Resource Sheet 2

Session 9:
Impact Of Domestic Violence

5. What do Mara & the children need?

- Someone to listen to their story and care how they feel.
- To know the violence is not Mara's fault or the children's fault – it is the fault of the person who uses violence – Chhun.
- To be safe from violence and from feeling bad about themselves.
- To get support from family, friends and neighbours who do not blame the victims.
- To be able to enjoy their human rights.
- To get some information about different options for the future such as shelters where they can go to be safe and learn a skill so Mara can work , how to get a divorce or how to talk to Chhun so he can learn how to deal with his feelings and change his behaviour.

Session 10: Protecting Yourself & Getting Help

What is it?

Small groups answer questions about a case study and bring their ideas for further discussion to the big group.

Why use it?

- To identify what young people can do to protect themselves if they are victims of domestic violence.
- To identify what young people can do to help if they are friends with someone who suffers from domestic violence.
- To use some of the ideas about taking care of yourself and others from chapter 1 to help participants deal with violence in the home.

Resources needed:

- Resource sheet 1: case study – “Seiha and Leakhana” for everyone.
- Resource sheet 2: “Protecting and Helping Seiha and Leakhana,” for facilitators and maybe for participants too.
- Resource sheet 3 “How to Update and Adapt the Information Sheet” to help facilitators undertake research to update and adapt the information sheet providing information about how to get help from local organisations. This must be done some time in advance of the workshop.
- The “information sheet – how to get help if you suffer from violence at home or sexual abuse of any kind.”
- Flip chart paper, marker pens, tape.

Time:

90 minutes.

Facilitators’ notes:

- Participants need to do the previous session 9 on “impact of domestic violence” before they can do this session.
- It is very likely that some participants will have suffered from some level of violence in their own homes. Don’t push people to share their personal stories. However if someone talks about their own story of violence at home or seems distressed talking about the topic generally then follow the safety guidelines in the toolkit Introduction. Don’t ignore the distressed person. Be kind. Offer to listen to their story more in private, later – if that is what they want to do. Be sure to talk through this session’s resource sheet that provides information about places to go to get help. If a participant seems to need help to access any of those services then first check s/he does want that help and then make sure s/he gets it. Phone or go with her to one of the organisations or find another adult who the participant trusts to do that.

- Prepare by reading this session's three resource sheets and the information sheet and the sessions and resource sheets from chapter 1 on trust and safety, how to deal with difficult feelings and on listening.
- Information Sheet: "Protecting Yourself and Getting Help". In order to follow ethical practice when we raise the topic of violence with young people, we must also provide access to agencies that could help anyone who is a victim of violence. It is very important that the facilitators provide up to date, correct and useful information in this information sheet. The information sheet that the toolkit provides is only useful for Kompong Thom in 2009. The third resource sheet makes suggestions for how to research local information, so that facilitators can update and adapt the leaflet to the local situation where they are holding their workshops.

How to use it:

1. Explain to participants that in this session they will discuss what people who live in families where there is domestic violence can do to look after themselves and what other people can do to help them.
2. Remind people: it is important to remember that domestic violence is not the victim's fault; he or she is not to blame. The only person who can take responsibility for acts of violence is the person who carries them out.
3. Explain that participants are going to work in small groups on a case study about domestic violence.
 - Split participants into small groups.
 - Hand out copies of the case study to each group.
 - Write up, read out and explain the following questions for the groups to answer. They will present their answers to the big group later:
 - i) If you were Seiha or Leakhana what would you feel like about your situation?
 - ii) If you were Seiha or Leakhana what could you do to take care of yourself?
 - iii) If you were a friend of Seiha's or Leakhana's what could you do to help?
 - Read the case study "Seiha and Leakhana" aloud expressively.
 - Check that people recall the impact of violence on victims from the previous session 9.
 - Check that people can recall what they learned in sessions in chapter 1 that will help them answer the questions about taking care of yourself or of your friend about "Three Steps To Deal With Difficult Feelings" and about being a trustworthy friend.
 - Make sure each group has flip chart paper and marker pens.
 - Ask participants to re-read the case study in their small group, discuss and find answers to the questions. Give them about 20 minutes.

- Walk round the small groups as they work checking that:
 - They recall what they learned about the impact of violence on the feeling of victims.
 - They recall and use what they learned before in chapter 1 about dealing with difficult feelings and about helping others by being trustworthy and listening carefully.
- 4. Give each group five minutes for presenting their ideas. Encourage the rest to add any ideas and/or ask any questions if they like. Encourage more discussion.
 - Check people could use the “Three Steps To Deal With Difficult Feelings” from chapter 1 as guidelines for finding ways to look after themselves if they were victims.
 - Check people can offer trustworthy friendship: listening and confidentiality.
- 5. Hand out the information sheet which gives information on local organisations that help protect women and children from domestic violence.
 - If participants have already talked about getting help from authorities or organisations add this information sheet to their original suggestion.
 - Ask people to read through each section of the information sheet.
 - Ask how participants could use this information to get help. Could they phone an organisation? Could they visit the office? When should they go to the office (opening hours)? How would they describe their situation clearly to someone in the organisation? How could they find out what the organisation could do to help? Ask how they would feel about doing that? Ask what they would be worried about and how they could deal with that?
- 6. Conclude the session by asking each participant to say one interesting, important or new thing they have heard in this session.

Resource Sheet 1

Session 10:
Protecting Yourself &
Getting Help

Resource Sheet 1: Protecting Yourself & Getting Help

Seiha & Leakhana's Story

Seiha is 16 years old and his sister, Leakhana is 14. They have two other younger sisters. Their father Kong, is a farmer. They are scared of their father as he is often drunk and bad tempered and beats their mother and them too. Sometimes he whips Seiha until his back is bleeding. Seiha often feels furiously angry and imagines beating his father for revenge and to stop him hurting everyone in the family. Recently Kong cut his wife's hand with an axe after he had spent a day drinking with his friends. Leakhana was so scared she could not move. Some neighbours helped her injured mother get to the District Health Centre. Hak is a classmate of Seiha's. He says that Seiha seems to have got poorer and poorer in the last few years. Sometimes he does not have enough money to pay for school and he does not do as well at schoolwork as he used to. Hak knows that other classmates sometimes taunt Seiha and Leakhana because they come from a family where there is violence. So Seiha and Leakhana never talk about their situation.

- If you were Seiha or Leakhana what would you feel like about your situation?
- If you were Seiha or Leakhana what could you do to take care of yourself?
- If you were a friend of Seiha's or Leakhana's what could you do to help?

Resource Sheet 2

Session 10:
Protecting Yourself &
Getting Help

Resource Sheet 2: Protecting Yourself & Getting Help



Protecting & Helping Seiha & Leakhana

i) If you were Seiha or Leakhana what would you feel like about your situation?

- Afraid; angry; want revenge; want to retaliate to stop the violence and be safe; insecure; low self-confidence; inferior; feel not the same as other people; ashamed; isolated and lonely; lost trust in others; feel they cannot manage and control their own lives. Thinks maybe this bad situation happens because they are not good people and it's their fault

ii) If you were Seiha or Leakhana what could you do to take care of yourself?

Remember the “Three Steps To Dealing With Difficult Feelings”:

- **Step 1: Ask myself what I feel like**
Reflect on your own feelings. It's normal in a bad situation like this for people to feel very sad and angry and scared and to have a mix of many strong feelings. It's normal to not even know how you feel.

Resource Sheet 2

Session 10:
Protecting Yourself &
Getting Help

- **Step 2: Ask myself what happened to make me feel like that**
Remind yourself that the violence is not your fault. You are not alone. Many people have a similar experience.
- **Step 3: Think of a positive action that makes me feel a bit better & doesn't hurt anyone else**
- Find an empty space and shout loud!
- Write down or draw how you feel and what is happening to you.
- Cry.
- Talk to someone who you trust about your worries.
- Do something fun that makes you feel happy: swim, dance, run, sing, play a game.
- Make some plans for the future for example:
 - Think of a place you can go that is safe when violence happens again: your friend's house? Your Gran's house? or ...
 - Think who you can go to or phone who should protect you and other family members from violence; village chief, a teacher, a commune counsellor, police, an organisation (see the resource sheet giving contact information for local organisations who provide child protection).
 - Think who could go with you or help you on the phone to support you.

iii) If you were a friend of Seiha's or Leakhana's what could you do to help?

Remember how to be a trustworthy friend:

- Listen to your friend's story carefully. Try to understand how they feel and why they feel like that.
- Don't gossip to other people. Only talk to other people about the situation if your friend agrees that's okay.
- Tell your friend that you know it's not their fault. They deserve to be safe like every other human being.
- Help your friend think about a plan to be safe: a place to go for a while when their dad is violent gain. If your friend is feeling very bad then help them decide to go to an organisation to get help. Help your friend identify an adult who could help. Or make the phone call or the visit to the organisation with them. Help your friend practice what s/he wants to say to explain her or his situation clearly when s/he arrives at the organisation.

Information Sheet 1

Session 10:
Protecting Yourself &
Getting Help

Information Sheet 1: Protecting Yourself & Getting Help

Where can I get HELP?



Information Sheet-How to get help if you suffer from domestic violence or any kind of sexual abuse

- This is a list of where you can get help. They'll be there welcoming you with respect and confidentiality.
-
-
-
-
-

Protecting Yourself and Getting Help

What's this?

This leaflet provides information about places to go to get help if you or your friend suffer from domestic violence or any kind of sexual abuse. It gives you a list of organization, people's names, phone numbers and office addresses where you can contact the right people for help.

Those organizations' services are free. They promise to keep confidentiality for you.



Everyone has the right to be Survival and feel safe.

Information Sheet 2

Session 10:
Protecting Yourself &
Getting Help

Information Sheet 2: Protecting Yourself & Getting Help

Who will help and how can I contact them?

Where can I get HELP?

1. TPO (Transcultural Psychosocial Organization) - They offer psychological counseling and psychiatric support to those who are affected by domestic violence and sexual abuse.



2. LICADHO (Cambodian League for the Promotion and Defense of Human Rights) - They investigate the most serious incidents of human rights violations, compels authorities to rescue children in abusive situations, and assist children's families to prosecute the offenders. They provide short-term support to child victims and their families with services such as health care, food and material assistance. If that's beyond the means of LICADHO, they refer victims and their families for assistance such as temporary or permanent accommodation, education, psychological care, rehabilitation and reintegration.

Free!

3. ADHOC (The Cambodian Human Rights and Development Association) - They provide legal assistance and counseling to victims of human rights abuses. They also support victims to find medical care, shelter, employment, and filing a complaint. If that's beyond the means of ADHOC, they refer victims for other needed services.

TPO (Transcultural Psychosocial Organization)
36, Prachea Thepatay Road, Kampong Thom (in front of the provincial hospital)
Tel: 062 961 375
Website: www.tpocambodia.org

Opening times of the services:
Monday - Friday
7:30 a.m - 12:00 / 2:00 - 5:00 p.m

Who will receive a child visiting or phoning?
Mr. Doung Sonary, Provincial Coordinator of Psychiatric Program
H/P: 012 73 63 53 / 016 952 058

LICADHO (Cambodian League for the Promotion and Defense of Human Rights)
254, Group 44, Kampong Thom Village, Kampong Rotes commune, Steung Sen district, Kampong Thom
Website: www.licadho.org

Opening times of the services:
Monday - Friday
7:30 a.m - 12:00 / 2:00 - 5:00 p.m

Who will receive a child visiting or phoning?
Mr. Chhoum Run, Investigator
H/P: 012 346 201

Mr. Ek Sophea, Investigator
H/P: 098 936 300

ADHOC (The Cambodian Human Rights and Development Association)
14, Street Prachea Teapatay, Kampong Thom commune, Steung Sen district, Kampong Thom
Tel: 062 961 295
Website: www.adhoc-chra.org

Opening times of the services:
Monday - Friday
7:30 a.m - 12:00 / 2:00 - 5:00 p.m

Who will receive a child visiting or phoning?
Ms. Kun Sitha, Provincial Coordinator
H/P: 012 967 194



They keep confidentiality for you!

Resource Sheet 3: Protecting Yourself & Getting Help

HOW TO UPDATE & ADAPT THE INFORMATION SHEET

1. Why use the information sheet?

- In order to take care of young people and follow ethical practice, when we raise the topic of violence which may affect participants - or their friends or family - we must give them ways to find help. So we provide a leaflet with information that will help our participants access agencies that could help anyone who is a victim of gender-based violence.

2. Why update & adapt the information sheet?

- It is very important that the facilitators provide up to date, correct and useful information in this leaflet.
 - In different provinces different organisations provide different services. The toolkit provides a leaflet designed to be used in Kompong Thom. If you carry out the workshop in another province or city you need to provide information relevant to that place.
 - Organisations change their activities. Phone numbers change. So what was correct information six months ago will not be correct now. The leaflet the toolkit provides was true in April 2009, so it must be updated.

3. How to update & adapt the Information sheet

3i) Who is the Information sheet for? It is for young people aged 15 – 18 years old who need help because they or a friend or family member, experience domestic violence or sexual abuse of some kind.

3ii) What information does it provide?

- The name of organisations which will welcome young people with those kinds of problems.
- The address and phone number of the office.
- The title, name and phone number of a person who works at the organisation who you have spoken with and who agrees to take phone calls or meet visitors who receive this information sheet in a toolkit workshop.
- The kinds of services that the organisation provides for young people who suffer domestic violence or sexual abuse. What they will do and not do to help.
- Opening times of the service.
- Whether the service is free or not.
- Whether the service is confidential or not.
- Whether or not the organisation has a child protection policy.

Resource Sheet 3

Session 10:
Protecting Yourself &
Getting Help

3iii) How do I get the information to update the Information sheet for our workshop?

- Use several directories and lists to identify the main organisations likely to provide appropriate protection and counselling services for young people in the area you hold the workshops.
- Write out the questions you want to ask them (see 3ii).
- Phone or phone and visit each organisation.
- Talk to someone in authority who can give you correct information and who has the power to agree to meet the needs any young people who phone or come to the office.
- Explain the reasons you are asking for this information for young people and about the toolkit workshops.
- Ask if they would be willing to be listed on the toolkit information sheet for young people 15 -18 years old who attend your toolkit workshops.
- Obtain answers to the questions (see 3ii).
- Select the main organisations that can provide the best services and put them in the information sheet.
- Send your updated information sheet to them to check that it is accurate and they agree with what you say about them.
- Monitor use of the information sheet. For example, phone the contact names for those organisations soon after you hand it out to participants and several weeks later to see if anyone has contacted the organisation using the information sheet. (You are not asking for confidential information like names or details about why they approached the organisation).

Session 11: Preventing Domestic Violence



What is it?

Pairs and then the big group discuss two case studies and answer questions in order to find alternatives to the use of violence in the home.

Why use it?

- To identify actions perpetrators can take to solve problems positively rather than violently.
- To identify what other people in the family can do to support non-violent behaviour.
- To identify the benefits to men of not using violence.

Resources needed:

- Resource sheet 1: case studies for everyone.
- Resource sheet 2: “Alternatives to Violence at Home”.
- Flip chart paper, marker pens, tape.

Time:

90 minutes.

Facilitators’ notes:

- Follow safety guidelines (see toolkit introduction). Look out for and take care of anyone who is distressed by the discussions about violence.
- Prepare by:
 - Reading the resource sheets – the case studies and the “Alternatives to Violence at Home”.

- Reading the previous connected sessions in Chapter 1: on dealing with difficult feelings and children's rights in practice; in Chapter 2: on culture, gender and age inequalities and traditional beliefs and in this chapter on problem solving and dealing with conflict in families.
- Again we are making the suggestion that family members – including men:
 - Build close relationships and spend time talking with each other about their experiences, ideas and feelings normally, so that when disagreement or conflict occurs they have a habit of communication that they can rely on to discuss and solve problems together.

How to use it:

1. Explain that this session is about preventing violence in the family.
2. Split the group into pairs to read and answer questions about two situations in which a husband and a father are violent to other family members.
 - Ask each pair to discuss the case study together and answer these questions. Write the questions up:
 - i) How would you feel if you were the victim?
 - ii) Why is the perpetrator using violence? What does he feel like? Why not use another way to solve the problem?
 - iii) What could you do if you were the perpetrator as an alternative to violence?
 - Ask participants to recall and suggest ideas from previous sessions that would help them answer these questions. For example, the “Three Steps For Dealing With Difficult Feelings” from chapter 1 and from the previous session 10, and the “Guidelines For Dealing With Conflict” from session 4 in this chapter.
 - Handout the case studies so that half the pairs do one case study and the other half of the pairs do the other case study.
 - When the pairs have finished - bring the group back together.
3. Select the first case study, read it aloud and ask the pairs to explain what they think about the situation by answering the three questions posed. Spend some time getting everyone's ideas.
 - Repeat this with the second case study.
4. Ask and provoke debate on the following points. Use resource sheet 2 as guidance to facilitate this discussion. Connect points raised by participants to culture and gender and age inequalities; knowing yourself and dealing with difficult feelings; empathy for others; talking openly and listening carefully to have close relationships; using modern methods to discipline children (session 4).
 - i) Why do perpetrators use violence rather than other ways to solve problems? (Gender inequalities and cultural assumptions men should have power over

women and adults power over children; gender roles – men are not raised to be skilled at talking about their feelings, expressing difficult feelings, empathising with others. They may feel they should show they are strong and in control by never showing feelings and thinking their ideas must always be followed).

- ii) What can you do when you feel bad – angry or ashamed - instead of using violence? (*The “Three Steps”: acknowledge how you feel and why, find positive actions that don’t harm others; talk and share with your family normally so when things go wrong you have the habit already to talk to each other and understand each other and negotiate compromises*).
 - iii) Why is it wrong to use violence? (*Violence has a serious physical and mental impact on the victim and society; it is an abuse of human rights; it is an unjust exploitation of the inequality in power and value between men and women, adults and children; it damages your relationships with your own family*).
 - iv) What kind of support does the perpetrator need in order to avoid using violence? (*Praise when he takes positive actions; others refuse to accept his threats and violence as normal and acceptable*).
 - v) What are the benefits to dealing with conflicts and problems by other methods than violence? (*Receive love, trust and respect from your wife, children and from friends. Receive closeness and support from them instead of fear and resentment*).
- Write down the main points from the participants’ discussion on flip chart paper.
 - Sum up participant’s answers.
5. Conclude by telling participants that if we do not accept that violence in the home is normal and we do not believe men are entitled to hurt women and children and adults entitled to hurt children, then domestic violence can be reduced. We can all decide not to use violence. We can all decide to express our feelings and opinions and find ways to make decisions in our families by means other than violence.

Resource Sheet 1

Session 11:
Preventing Domestic Violence

Resource Sheet 1: Preventing Domestic Violence

TWO DOMESTIC VIOLENCE CASE STUDIES

1. Sothea & San

Sothea was a clever student years ago when she was at school. She's good with money and numbers and has a friendly and outgoing personality. Sothea would like to start a small business and help bring more income into her family. San, her husband, won't agree to her idea. In fact it makes him very angry when Sothea mentions it. San has attacked his wife three times now when she has dared suggest her idea. San says he is the man of the household and Sothea must do as he says.

2. Sambath & Tith

Tith's son Sambath is 14 years old. Tith thinks his son is very disobedient. Tith often asks Sambath to take care of the family's cows. Sambath's mind wanders, his friends arrive and he gets involved in games with them and the cows break free and run away – sometimes across the busy main road near their farm. Tith feels disappointed and irritated with Sambath and often punishes him to try to force him to take his tasks seriously. He makes Sambath stand with his arms up for hours in the sun and he beats him with his belt and sometimes – when Tith is very angry – uses the buckle end of the belt. Tith calls his son names. He is afraid that Sambath will always be useless.

Resource Sheet 2: Preventing Domestic Violence

ALTERNATIVES TO VIOLENCE AT HOME

■ **Why do some men use domestic violence?**

Not all men use domestic violence, but some of them do.

Reasons some men use violence:

- Wanting to have power and control over others.
- Wanting others to become afraid and satisfy his needs.
- Wanting to be seen by others as strong and having authority.
- Following beliefs from culture that men are entitled to power over women and children.
- Lacking ways of managing strong feelings like anger and shame. He does not share his feelings with others – “Better to bleed than to cry.”
- Lack of empathy for other people and lack of ability to forgive.
- Relying on violence to raise and discipline children – not having other ways to build a relationship with young people and set standards of behaviour for them.
- Copying the actions of other men e.g. the violence his father used when he was a child or the violence his friends use now.

No reasons can justify using violence on victims!

■ **Actions helping men to change their behaviour**

What can men themselves do?

- **Acknowledge how you feel when you feel bad & why:** angry, ashamed, inferior, weak, afraid, worried, guilty for hurting others or acting unjustly, lonely, confused, sad.
- **Express your inner feelings so that you can reduce your stress without violence:** think on your own quietly and calmly about the situation, cry, write down how you feel and why, talk to someone you trust.
- **Manage your anger:** when getting angry, walk away from the situation at the time, have a bath/shower, drink cold water, relax your feelings with deep breathing, tell yourself that sometimes things are actually not as bad as you think they are ...
- **Acknowledge that:** using violence is not a way to solve problems; instead, it wastes money and time and makes people reject you ...
- **Find non-violent solutions:** find out what the other person's point of view is, analyse the problem together more, don't try to defend your own actions if you know they are unjust, negotiate, forgive ...

Resource Sheet 2

Session 11:
Preventing Domestic Violence

What can family members do?

- Point out that: violence is unacceptable.
- Praise: pay attention to actions that are reasonable and not violent. Say: “you are great!”
- Respond to situations where there is conflict or disagreement and take positive action: “we can solve this problem by talking and listening to each other. I know that you’re angry, have difficulties. Let’s understand each others’ feelings; we can solve the problems if ...”

What can society do?

Serious condemnation of violence as illegal and unacceptable.

- Do not accept violence. Punish perpetrators.
- Support the victims of violence ...

■ **You will be popular if you resign violence!**

Your wife will love and respect you and dare to give you support.

Your children will love, respect, and choose you as a model; they will have confidence in you.

Friends will want you as a friend; they will respect you and choose you as a model.

Parents will be content and praise you.

Community will care for you and help you when in need; they will support and motivate you.

Society will be proud of you, will need you and be confident in you ...

Chapter 4

Sexual Relationships



Introduction To Chapter 4

What's In Chapter 4?

This chapter covers the following topics:

- **Defining what “sexual relationship” means.**
 - Acknowledging that everyone feels shy talking about sex and considering how to make one another feel safe to share ideas and information and ask questions about sexual relationships.
 - Sexual relationships involve every aspect of human life: our bodies, our desires, our behaviour, our feelings, our relationships with others, our values and our culture.
- **Growing up: bodies & minds.**
 - What main physical (sexual), mental, emotional and social changes occur as children develop into adults.
 - The sexual and reproductive systems: how both women and men have sexual pleasure and conceive children.
- **Gender & sexual relationships.**
 - Women and girls experience gender inequalities and discrimination in their sexual relationships: “men are gold and women are cloth”.
- **Deciding what kind of romantic, sexual or marriage relationship you want to have.**
 - Reasons, consequences and decision-making around sex.
 - Identifying and resisting social pressures to have sex.
 - How men and women behave in equal loving sexual relationships.
- **The difference between consensual sex & sexual abuse.**
 - Recognising the many kinds of situations and behaviour that are sexually abusive: from harassment to rape.
 - Understanding that any kind of sexual act is not acceptable unless both parties agree to it voluntarily.
 - Agreement: what does “agreement” mean?
 - Love: what is it? How to act in a loving way.
 - Children are considered to be too young to “agree” to have sex. Sex with a child in any circumstance is abusive.
 - Recognising that boys suffer sexual abuse too.
 - Learning about gang rape and recognising that everybody including sex workers have the right to refuse sex that they do not want.
 - Pornography: learning how watching pornography can influence boys and men to sexually abuse women and girls.

- **Who are the abusers?**
 - Learning that abusers come from every class and nationality. They are usually male. They are usually already known by their victims. They are often ordinary and even respectable people.

- **The effect sexual abuse has on victims & on society.**
 - Reflecting on the serious effects of sexual violence on victims: on their mental and emotional life, physical health, on their relationships with family and community and future sexual partners, on their lives now and in the future.
 - Considering how sexual violence affects society. Men's sexual abuse of girls and women affects the whole of society not only individual victims. It limits the lives of all girls and women and affects the relationships of all girls and women with all boys and men.
 - Learning that social reactions to girls and women who have been abused and that blame the victim and assess the seriousness of the abuse only in connection to lost virginity, increases victims' suffering and blocks attempts to make the abuser responsible for his actions.

- **What survivors of sexual abuse need from us.**
 - Having empathy for victims, providing them with information about where and how to get help and holding the abuser responsible.

- **Men & boys take action against sexual violence.**
 - Analysing some common beliefs that some men and boys use to justify the sexual abuse of girls and women.
 - Identifying ways young men can resist peer pressure.
 - Building up ideas for boys on how to take honourable action against sexual violence and build positive relationships with girls and women.

What's The Purpose Of Chapter 4?

This chapter aims to give young people information and time to think broadly and deeply about many aspects of sexual relationships. Young people are naturally curious and need to know about sexual and romantic relationships, as their bodies and minds mature and they enter adulthood.¹⁰ The problem is that society provides little accurate information about or opportunities to discuss these topics. The information they get is often restricted to the health related or physical aspects of sex. These days young people also learn from pornography, which teaches an inaccurate, brutal kind of sexual relationship. When adults speak about sex to

¹⁰ See "The Middle Way: Bridging the Gap Between Cambodian Culture & Children's Rights," 2009. Steve Gourley. NGO CRC. Young people want more sex education & to discuss sexual relationships more openly with parents.

young people they tend to speak in vague, indirect ways. Young people need clear guidance and information about their bodies, feelings, relationships and beliefs. They need to consider what kind of sexual relationships they wish to have. They need to learn to make safe decisions for themselves and their partners.

This chapter also puts the serious and sensitive topic of sexual abuse in the wider context of all sexual relationships and how to have good sexual relationships. The toolkit asserts that young people should never be asked to discuss sexual abuse without having workshops to build this positive foundation first.

This chapter also aims to teach young people the crucial difference between sex that follows genuine voluntary agreement and sex that happens as a result of violence, force or pressure. In Cambodia, reactions to sexual abuse often focus on a girl's loss of virginity. However a girl can lose her virginity voluntarily. Sexual abuse of anyone (boys, married women) matters, not just virgin girls. Sexual abuse that does not involve penetration matters, too. The horror of sexual abuse and rape is that it is against the victim's will. This abuse matters whoever it happens to. This chapter focuses on the crucial point of consent and the unacceptability of any form of coercion in any sexual act with any partner. It gives participants opportunities to imagine and understand the impact on the victim, the victim's needs and how they as friends and members of society can respond to those needs and help change social attitudes.

This chapter depends for its effectiveness on ideas introduced in previous chapters. It links with the topics of self-awareness, trustworthiness and open communication and listening in chapter 1. It links with the critical reflection on traditional gender inequalities in chapter 2. It links with the sessions in chapter 3 on how to build up positive, open relationships in the family.

Links to Chapter 6 "Real People Real Lives"

- "Real People Real Lives", includes two sessions on sexual abuse.
 - i. "I Thought It Could Never Happen To Boys", is based on an interview with a young man who was sexually abused when he was a teenager. Facilitators could use this session to follow up and reinforce session 9, "It Happen To Boys Too".
 - ii. A session 'How To Protect Yourself From Sexual Abuse: Please Stop and Think', is based on a DVD created by young people involved with Mlop Tapang- a street children's organization- which shows how young people can be at risk from sexual abuse and can take action to both protect themselves from abuse and to get help if they are abused. Facilitators could use this session to follow up session 10 "Who Are The Abusers?" and precede session 13 "What Do Survivors Need From Use?"

Sexual Relationships Sessions:

- Session 1: Expectations, hopes & fears
- Session 2: Growing up
- Session 3: Our bodies
- Session 4: Gender & sexual relationships
- Session 5: Deciding when to have sex
- Session 6: Being confident & in control
- Session 7: Having equal, loving relationships
- Session 8: The difference between agreement & abuse
- Session 9: It happens to boys too
- Session 10: Who are the abusers?
- Session 11: Impact of sexual abuse
- Session 12: Sexual violence & daily life
- Session 13: What do survivors need from us?
- Session 14: Men & boys take action against sexual violence
- Session 15: Gang rape
- Session 16: Pornography

Session 1: Expectations, Hopes & Fears



What is it?

Big group brainstorm, followed by small groups answering questions and more big group discussions about those answers.

Why use it?

- To give participants an opportunity to safely express their fears and hopes in relation to the toolkit sessions on sexual relationships.
- To prompt participants to think broadly and deeply about sexual relationships and to introduce the idea that sexual relationships include human beings' bodies, behaviour, feelings, ideas and values. It is important to establish this broad idea about sex in order to effectively facilitate discussions in later sessions about young people's decision-making about sex and to help them learn about the difference between sexual relationships based on agreement between both parties and abusive sexual relationships.
- To introduce the benefits of talking about sexual relationships with young people.

Resources needed:

- Red and green coloured A5 sized paper, pens.
- Box or envelope to put the papers in.
- Flip chart paper, marker pens, tape.

Time:

90 minutes.

Facilitators' notes:

- As with all sessions in this toolkit and especially this chapter, facilitators need to be well prepared by reading the guidance for safety guidelines in the toolkit Introduction and reminding the participants (if you think it is necessary) to be respectful of each other and to keep anything someone says that is personal confidential.

- It is normal to feel shy to talk about sex. So facilitators will need to prepare well for this chapter, reflect on their own assumptions, ideas and knowledge about sexual relationships and discuss with friends and colleagues first so that they can feel relaxed and confident about talking about sex in these sessions. Facilitators must be able to listen to and answer participants' questions rather than avoiding them if the questions make the facilitators feel embarrassed. See toolkit introduction's methodology section on "Talking About Sex" for help.
- You need to remind participants of the safety guidelines for all these sessions about sexual relationships and pay special attention to creating an environment where participants can feel safe to speak out about their opinions and questions. Facilitators will need to ensure that participants are not teased or laughed at and if you are working with mixed groups, that the boys or young men do not dominate the conversation. It can be fun, interesting, exciting and scary to talk about sex. However, this does not mean that it is acceptable for some participants to act in a way that silences and humiliates others. In situations like this the facilitator must intervene. Use same-sex groups to build confidence and safety.
- Facilitators need to be very positive, energetic and interested in the young people's ideas and feelings on the subject.
- Sessions in chapter 4 make much use of same-sex small groups. It is important to have a woman to facilitate the girls' groups and a man to facilitate the boys' groups.
- Introduce the benefits and purpose of giving young people the opportunity to discuss some aspects of sexual relationships now: it will help them be confident and knowledgeable and make sensible decisions in their lives about their future sexual relationships.
- Use language about sex and relationships that the young people will hear everyday and understand. Do not use academic or technical words unless there is no ordinary word you can use instead. Then check that participants understand what the academic word means. Often facilitators who feel shy and uncomfortable talking about sex, will use technical words to make the subject seem more distant and acceptable. However this also means that young people may not understand. Also the approach of the toolkit is to help participants connect what they hear and discuss in the workshops to real experience. Using distancing language will act as a barrier to that.

How to use it:

1. Explain that in this chapter of the toolkit we talk about "sexual relationships".
 - Write up on the board the phrase "sexual relationships".
 - Explain that in this chapter of the toolkit we will all discuss different aspects of human sexual relationships

- Ask people how they **feel** when they see that phrase written on the whiteboard.
Participants might say they feel nervous, shy, shamed, shocked, curious, worried, afraid, excited and interested. Show you understand and accept all these reactions and explain that they are all normal reactions for young people to have to talking about a sensitive topic like this.
 - Ask: what do we need to do to make sure people feel safe and comfortable to talk about this subject together in a way that benefits everyone. Prompt participants to refer to the ground rules and ideas about trust and safety from chapter 1. Explain that having fun talking about sex is okay. Laughing at and teasing other people is not. Ask participants why that is.
2. Explain that in this session we will:
- i) Decide what we mean by the phrase “sexual relationships”.
 - ii) Share our ideas about what worries us about talking like this and what the benefits might be.
 - iii) Hear what other sessions there are on sexual relationships.
3. Draw a big “love heart” shape on flip chart paper under the phrase “sexual relationships” and brainstorm with participants: what do we mean by the phrase “sexual relationships”? What is connected to the phrase “sexual relationships”?
- Explain that you want to collect many different words, phrases and ideas connected in every different way people can think of, to the phrase “sexual relationships”. The facilitator’s purpose in doing this is to get people to think very broadly about sex, so people are not thinking narrowly just about reproductive health problems or sexual intercourse or biology.
 - Write people’s ideas down inside the “love heart”.
 - Prompt participants to think of all these different aspects of sex and provide examples. Welcome every idea connected to sex. For example:
 - Romantic activities; *dalaing (go for a walk)*, karaoke, romantic songs about *snaeha (love)*.
 - Proverbs and old stories about sex and love such as “men are pure gold, women are white cloth” and “sex is more important than rice”. Our beliefs and values about sexual relationships: is female virginity important? Is it okay for men to have many partners but not women? Etc.
 - Parts of the body connected to sex e.g. vagina, lips, eyes, breasts ...
 - Different sexual activities e.g. stroking, sucking, oral sex, touching, masturbating, intercourse. Prompt people to use the words and phrases that people normally use, not just academic words you learn at school. It is a good idea to get people to mention all these sexual activities now and to understand what they are, so that in later sessions participants already know what these activities are and do not get confused.

- Getting married: weddings and engagements.
 - Pregnancy and having babies.
 - Birth control: condoms, coil, pill ...
 - Sexual health and illness: STIs, HIV/AIDS, safe sex.
 - Our feelings about sexual relationships: love, desire, attraction, closeness, shame, jealousy, revenge ...
 - Words for different roles people play: husband, wife, lover, boyfriend, second wife, sex worker ...
4. When you have collected a good variety of ideas ask people what they think of their definition of sexual relationships.
- Explain that sexual relationships are about all these things: our bodies, our feelings, our relationships with others and our ideas and beliefs about those relationships. In the sessions we will do later we will discuss many of these things!
5. Split the big group into small groups of girls and boys. Make sure that they have a private space to talk without being disturbed by the other group. Ensure that a woman facilitator supports the girls' group and a man works with the boys.
- Ask them to discuss two questions:
 - i) What are your concerns, worries and fears about talking about sexual relationships?
 - ii) What could be the benefits of talking about sexual relationships?
 - Handout A5 sized pieces of paper for people to write on – one colour for “worries” and another colour for “benefits”.
 - Give people 15 minutes at least for this and get the group to write down their ideas.
6. When the task is completed put all the cards from the small groups together in one box or envelope.
- Shake the box holding the cards. Ask each participant to pick one card from it.
 - Write two headings on flip chart paper, “Worries” and “Benefits”.
 - Go through the cards one-by-one, asking participants to read them aloud and write down the key issues that come up on flip chart paper under the appropriate heading.
 - Read through the list of worries, summarise and respond to the worries by asking other participants to imagine solutions to the worry or raising possible solutions for them yourself, so that the participants become more confident in discussing the topic.
 - Then go through the list of benefits related to discussing sexual relationships and summarise what people think.

7. Explain that there are different ideas about whether older people should talk to younger people about subjects connected to sex.
 - Explain that some people don't agree with talking to young people about sexual relationships. Ask if participants know why that is.
 - Summarise their ideas and say some people think that if you talk to young people about things to do with sex then they will start to have sexual relationships and be in danger. It is true that if young people start to have sexual relationships too young and not safely then they will probably have big problems in their lives and in their families lives too.
 - Explain that young people are changing from children to adults and a very big part of that change is the development of bodies and minds and hearts to be ready to have sexual relationships. Also in the modern world young people learn and hear more than they may have done twenty years ago. So the idea of the toolkit is that young people will benefit from discussing and thinking and learning about sexual relationships, because it will help them be confident and knowledgeable and make sensible decisions in their lives and protect themselves.
 - Ask what the participants think about that idea.
8. Briefly introduce the sessions you will deliver in future workshops connected to sexual relationships for example, say there are sessions on puberty and how young people's bodies develop; sessions on how to make good relationships and marriages and sessions on sexual abuse.
9. Keep the flip chart paper with the participants' broad definition of "sexual relationships" and stick it on the wall so you can refer to it anytime during the rest of the sex-related sessions.
10. Close the session with an energetic and fun activity.

Session 2: Growing Up

What is it?

Small group drawing exercise followed by big group discussion.

Why use it?

- To help participants share their own experiences of puberty and adolescence safely.
- To learn what some of the main physical (sexual), mental, emotional and social changes are as children develop into adults.
- To learn that feeling shy and confused and curious about the changes experienced during adolescence are normal.

Resources needed:

- Resource sheet 'Growing up' for the facilitator and maybe copies for participants too.
- Two pieces of flip chart paper taped together for each of the four small groups.
- Flip chart, marker pens, tape.

Time:

60 minutes.

Facilitators' notes:

- If you think it is necessary, remind people about safety guidelines: trust, safety, respect and confidentiality.
- It is important to state the limits of your knowledge about the technical side of this session. If you are not an expert on child development or reproductive health or some related profession, explain what your limits are.
- In this and the following session it's important that participants feel free to ask questions about physical / sexual and other kinds of development. If you are not very sure about the answer to the question explain that you will keep the question and find the information to answer it later. Don't forget to come back to the group with the answer to their question. Make sure you have references concerning young people's sexual and reproductive health such as the 'Reproductive Health Programme for Youth' by the Ministry of Health and reputable websites like www.loveandhealth.org. Remember there are many false beliefs about sex and our bodies. It is important not to pass these on to the younger generation.
- Consider inviting an expert on sexual development to facilitate this session. They would be better able to answer participants' questions. You would need to arrange this in advance with the organisation they work for e.g. the

Ministry of Health or RHAC. Share the toolkit objectives and show them the curriculum so they understand the context of the workshop. Make sure they know you want them to cover all the main points of this session even if they decide to use their own materials to facilitate with.

- Prepare by being aware of any shyness you feel and finding ways to feel more comfortable talking about sex and the body by practicing and discussing with colleagues beforehand.
- This session links to the sessions in chapter 3 which addressed conflict that can happen between young people and parents. It is important to view adolescence as an exciting time when children start to blossom into adulthood and independence. They are energetic, creative, clever and full of interest in the world. One aspect of these changes is that they start to develop sexually. The toolkit belief is that we should help them do this safely and happily by engaging young people's own minds in knowing about and thinking about those changes. We help young people have the mental tools to make good decisions for themselves as they grow up.

How to use it:

1. Explain that we are going to spend some time in this session talking about the changes that young people go through as they develop from children to adults. Maybe the most recognisable changes are the physical changes that happen to their bodies.
 - Ask if anyone knows the proper word given to these changes (puberty).
2. Explain that:
 - Puberty is the name given to the time when your body and mind starts to change and develop as you move from being a child to being an adult.
 - Girls turn into women and boys turn into men.
 - It can help to know about and talk about the changes and developments that happen during puberty, so that young people can understand what is happening to them and reduce any anxiety about those changes.
 - Everybody goes through puberty and the changes that happen are completely normal. Puberty usually starts when a boy or girl is between 12 and 18 years old, but in some people, puberty may start earlier or later than this.
 - This is why some of your friends still look like children whereas others look more like adults. While everyone goes through puberty, no two people are exactly alike so the changes will be slightly different in every person.
3. Ask participants for a few examples of the kind of changes that happen.
 - Ask: How do people change during puberty?
People change physically, mentally and emotionally. Write up the words "physical", "mental" and "emotional".

- Chemicals called “hormones” are released into your body and brain and cause these changes to happen. In the woman’s body “oestrogen” and “progesterone” make the changes and in men’s bodies “testosterone” makes changes. Facilitators write up the technical words. Continue to explain that these changes get your body prepared to reproduce – to make children. Ask if some people have learned anything about this at school and ask people to share what they have learned.
4. Say that it would be useful to talk about some of the changes that take place during puberty.

- Split the participants into four small groups – two of girls and two of boys.

- Ask each group to draw an outline of a girl (for the girls’ groups) and a boy (for the boys’ groups) on flip chart paper. Illustrate this by drawing a simple body outline on the whiteboard. Explain that they can show on the body outline all the physical changes that are happening as they develop into adults by drawing those changes on the body outline.



- Use the body outline drawn on the whiteboard to give an example (e.g. point at the area in the head where the brain is and ask: what kind of changes happen to people’s thinking, attitudes, interests and behaviour as they develop from being a child to an adult.) Ask for a few examples to check people understand and write those words around the head.
- Point at the area on the body outline where the heart would be and ask people what kind of changes happen in young people’s hearts and feelings as they grow up. Get a few examples to check people understand.
- Hand out double flip chart paper taped together so that each group can draw a real-sized body outline on their paper.
- Ask people to draw and show on the body outlines in their small groups, all the changes that are happening to them as they grow up: physical, thinking and behaviour and feelings.
- Ensure they have private space to discuss.
- Have a woman facilitator go to the girls’ groups and a man facilitator go to the boys’ groups to encourage and to answer questions. Make sure groups pay attention to physical, mental and emotional changes.
- Give people 20 - 30 minutes.

5. Help the groups to stick their body drawings up on the walls.
 - Ask the groups to gather round and look at all the pictures.
 - Point out - or ask a representative of each group to briefly point out - all the main kinds of changes that participants have shown.
 - Sit back down in the big group again.
 - Summarise and add anything missing about the main changes that happen as children develop into adults for both girls and boys. Refer to the resource sheet as a guideline for the main kinds of changes.
 - When all the important changes have been mentioned, ask the group if they have any additions, or questions they wish to ask. Explain that in the next session you will provide some information about the sexual and reproductive systems of women and men.
 - Encourage the participants to ask questions or make comments if anything is not clear. If the facilitator cannot answer all the questions now write them on flip chart paper and do research so that you can bring accurate answers back to the participants later.
 - If you think its useful hand out the resource sheet for participants to read together in the session or on their own later.¹¹

6. Close the session with a fun activity and set the Ideas Into Action task if appropriate.

Ideas Into Action: make a survey of older people you feel comfortable to ask to find out what they learned about growing up and puberty when they were your age. What did they learn and who did they learn it from? Make a note of the age of the person, their role in relation to you (auntie, big brother, mum) and their answers to your questions. Report back to the workshop and say what you think about what they told you. Is the older generation's experience different from young people's now?

¹¹ This session is adapted from FHI's Reproductive Health training materials and from the Ministry of Health's 'Guidebook to the Reproductive Health of Young People' from the Ministry of Health's Programme on Reproductive Health.

Resource Sheet: Growing Up

PUBERTY

☞ How our bodies change

Girls	Boys
Get taller and heavier	Get taller and heavier
Breasts get bigger. Girls become capable of producing milk for their child if they become pregnant.	Voice gets lower because the vocal cords inside boys' necks develop and change.
Hair under the arms and outside around the genitals.	Hair around the genitals, under the arms and on the arms, legs, and face making a beard and moustache. (Some men also have hair on their chest.)
Hips get bigger (this and other gains in weight are natural).	Shoulders broaden, body becomes more muscular and stronger.
Genitals: the womb, and vagina grow bigger.	Genitals: the penis and testicles grow bigger..
Skin: acne may appear on the face and back; the body produces more sweat than before; the body smells more (especially under the arms).	Skin: acne on the face and back; the body produces more sweat than before; the body smells more (especially under the arms).
Periods start: eggs inside the ovaries start developing. The girl will start to bleed from her womb once a month.	Ejaculation: A boy starts to experience many erections. Boys start ejaculating semen when they have an orgasm for example when they have a sexy dream (wet dreams).
Start releasing eggs – this means you can get pregnant if a man ejaculates sperm into your vagina.	Start producing sperm which is ejaculated from the penis in semen – this means you can get a girl pregnant if you ejaculate into her vagina.

☞ How our minds develop

As you change from child to adult your brains develop.

- You get better at analysing situations and understanding more abstract ideas.
- You get better at understanding what is right and wrong and being able to take responsibility for taking serious decisions.

Resource Sheet

Session 2:
Growing Up

☞ How our feelings, behaviour & relationships develop

As you change from child to adult you start to feel and behave differently such as:

- Young people start to be interested in love and romance.
- They begin to feel sexual attraction for the opposite sex and begin to admire particular people of the opposite sex, have romantic feelings for them and sometimes feel a bit moody, frustrated and confused.
- They start to develop their life outside the family – to want to have a group of friends to belong to, to have closer friendships than before, to develop their own ideas, opinions and interests and be more independent than before.
- The need to be accepted by their peer group gets stronger. However young people still need support from their parents. They need their parents to continue to love them, pay attention to them and support them financially (as far as they are able).
- They want to experiment and learn about new things. Sometimes that leads to wonderful new things and sometimes it leads to dangerous behaviour.

Session 3: Our Bodies

What is it?

- A lecture using posters and aprons to depict the human sex and reproductive systems, about the main parts of those systems and how they work, followed by an anonymous question and answer session.

Why use it?

- To provide accurate information for participants on both women's and men's sexual and reproductive systems.
- To provide an opportunity for participants to ask about the sexual and reproductive systems: how do both women and men become aroused, have sexual intercourse and conceive.

Resources needed:

- Resource sheet diagrams of women's and men's sexual and reproductive systems – poster-size to use with the whole group.
- Resource sheet diagrams of both women's and men's reproductive systems to distribute as handouts to participants.
- Aprons of both women's and men's sexual and reproductive systems. (available for a facilitator and a volunteer)
- Colour cards and a box to collect them in
- Flip chart, tapes, and marker pens.

Time:

60 - 90 minutes.

Facilitators' notes:

- This session must follow the sessions on "Expectations, Hopes & Fears," and "Growing Up."
- If you think it is necessary, remind participants about safety guidelines: trust, safety, respect and confidentiality.
- It is important to state the limits of your knowledge about the technical knowledge included in this session. Explain that the information comes from accurate sources.
- In this and the following session it's important that participants feel free to ask questions about physical / sexual and other kinds of development. If you are not very sure about the answer to the question explain that you will keep the question and find the information to answer it later. Don't forget to come back to the group with the answer to their question. Make sure you have references concerning young people's sexual and reproductive health such as the 'Reproductive Health Programme for Youth' by the Ministry of

Health and reputable websites like www.loveandhealth.org. Use the information you have in the session and in Resource sheet 1. Remember there are many false beliefs about sex and our bodies. It is important not to pass these on to the younger generation.

- If possible, consider inviting an expert to facilitate this session. S/he will probably be able to answer participants' questions easily and clearly. You would need to arrange this in advance with them and the organisation they work for (e.g. the Ministry of Health or RHAC, etc.). Share the Toolkit objectives with the expert and show them the program of the workshop so they understand the context of the workshop. Make sure they know you want them to cover all the main points of this session even if they use their own training materials that they feel more familiar with.
- Use language that the young people will hear everyday and that they understand. Do not use academic or technical words unless there is no ordinary word you can use instead. Check participants understand what the academic word means. Often facilitators who feel shy and uncomfortable talking about sex, will use technical words to make the subject seem more distant and acceptable. However this also means that young people may not understand the information you give them! Also the approach of the toolkit is to help participants connect what they hear and discuss in the workshops to real life. Using distancing language will act as a barrier to that.
- Break the long explanation up with a few energetic games.

How to use it:

1. Explain that in this session participants will get the chance to learn about the sexual and reproductive systems of their bodies – both women's and men's. Check people know what "sexual" and "reproductive" mean. Say that this session is mostly about biology and our bodies. Ask what people have already learned about this subject.
2. Use a spare woman and a spare man trainer or arrange in advance for two people to be volunteers to wear the two "aprons" – one for women and one for men – that show the sexual and reproductive systems..
3. Say that because a lot of the changes that take place for young people during puberty are related to the development of their sexual and reproductive systems, it is important that they know what the reproductive organs are, what they are called, and what they do. Knowing about the reproductive system will help us to understand sex, pregnancy and any related health problems.
 - Ask two volunteers (either facilitators or participants) to put on the aprons to show the group the reproductive system. Explain that the aprons show the reproductive organs – the organs that are used to have sex and make and

have babies. This system doesn't fully develop until puberty when the body is preparing for adulthood and eventually reproducing.

4. Follow the steps below to describe each body part on both aprons and reproductive system posters.

- Ask participants about each body part before you explain. Let them explain as much as they already know and add to it or correct it.
- When the aprons are not so clear use the poster to show the body part you want to talk about.
- Participants could stand and point to the places on their own bodies where they can see the body part you are talking about. However do not ask the girls to point to men's body parts and boys to point to girls' body parts. Help participants to correctly indicate where each part is, e.g., kidneys, ovaries.
- Ribs, kidneys and bladder are the same for women and men.
 - i) **Ribs.** Show, explain and ask: ribs are bones. They are like a cage and they protect your soft lungs and kidneys. There are 12 bones on each side of your ribs. Can you feel them? Put your fingers on the bottom of the rib-cage. Feel the ribs on each side. Can you feel how your ribs curve?
 - ii) **Kidneys.** Show, explain and ask: you have two kidneys. Kidneys are like filters. The liquid that you drink goes through your kidneys and is "cleaned". Your body keeps the nutritious part of the liquid and gets rid of the waste water. Do you see these black lines? They are tubes and waste water goes through these tubes to your bladder. The waste water is urine. Place your hands on your back on the areas where you think your kidneys are.
 - iii) **Bladder.** Show, explain and ask: Everyone has a bladder. The bladder is the place where urine is held until you decide to urinate. In a woman, the bladder is in front of the uterus. (In the woman's apron picture the complete bladder is not shown because it is drawn so that we can see the uterus behind the bladder). Think when you have had a lot to drink and you have to urinate, where do you feel full? Put your hand on the spot where you think the urine is collected (the bladder). The urine is held in your bladder until the bladder is full. Then you feel that you want to urinate.

Then you release urine through the urinary opening.

In women the urinary opening is right below the clitoris. It is NOT the vaginal opening. Women have three different openings (show them on the posters) one to urinate, another is the vagina and the third is the anus. Men have two openings – one to pee at the head of the penis and the other is the anus.

The woman's system

External parts:

- **Labia Minora and Labia Majora:** they both function to protect the vagina.
- **Vaginal opening:** it is the opening from the vagina which is a passageway for menstruation and the channel through which a baby is born. It is also for sexual intercourse.
- **Clitoris:** it is a small lump covered by soft skin. It is the most sensitive part when being touched. When stimulated and aroused, it extends and becomes hard leading to orgasm.
- **Hymen:** the hymen is a thin skin which partially covers some girls' vaginas. It can be stretched and broken in various ways e.g. through vigorous exercise or when a girl first has sexual intercourse. It is not possible to tell if a woman is a virgin by a show of blood when the hymen is broken during her first experience of sexual intercourse as many people believe, because many girls are born with thin hymens which do not bleed when stretched. Many girls' hymens will stretch before they have intercourse for the first time.

Internal parts:

- **The vagina:** this passageway is the connection between the uterus and the external reproductive organs. The passageway is for menstruation and it also acts as the channel through which a baby is born. It is also for sexual intercourse. It is made of muscle which is very strong. The walls of the vagina produce fluid that keeps the vagina clean. The fluid changes during the menstrual cycle. When the egg is released from the ovary every month, the fluid becomes thicker and whiter. All this is normal.
- **Cervix:** this is a very small opening of the uterus which connects to the vagina. When having sexual intercourse, sperm go through the cervix into the uterus. Every month menstrual blood leaves the uterus by coming out through the cervix into the vagina. The cervix enlarges a lot when a baby is ready to be born to allow the baby to come out from the womb into the vagina.
- **Uterus:** this is oval-shaped and fist sized. The walls of the uterus are thick muscle. During each menstrual cycle, the muscular layer inside the uterus becomes thicker making a soft lining which helps the fertilised egg grow well. If the woman's egg has not been fertilised then every month the old lining leaves the uterus as menstrual blood. When a woman is pregnant, the uterus stretches to make a big enough place for the growing baby. When a woman delivers the baby the uterus contracts powerfully in order to push the baby out.

Ask the girls to put their hands on the area where their uterus is.

- **Fimbria and Fallopian Tubes:** the fallopian tubes connect the uterus to the ovaries – one ovary on each side of the body. When an egg leaves the ovary, it goes through the fallopian tube to enter the uterus. The fallopian tubes are where eggs and sperm can meet together after sexual intercourse to conceive a new child.
- **Ovaries:** women have two ovaries. They are found at the end outside the fimbria. The ovaries store eggs which when combined with sperm from a man develop into a baby. The egg carries genetic material from the woman. The ovaries also produce female hormones which determine female characteristics such as breasts, voice, and other sexual characteristics.

The man's system

External parts:

- **Penis:** there are two parts – the head and the body of the penis - both covered by a sheath of loose skin, called the foreskin. The penis is normally soft and small but when the man is sexually stimulated, it becomes larger, harder and stands up away from the body. This is called an 'erection'. It happens because blood gathers in the tissues of the penis when a man starts to feel aroused. An erect penis is able to enter a vagina. The head of the penis is very sensitive and when stimulated enough the man orgasms and ejaculates semen from his penis.
- **Testicles:** there are two testicles that produce sperm and male hormones which determine the male characteristics such as beard, muscles, and sexual performance. The testicles begin producing sperm during puberty when the body matures. They continuously produce sperm for the rest of the man's life. Sperm can be made only when the temperature is lower than normal body temperature. That is why the testicles are held inside the scrotum which is outside the body below the penis.

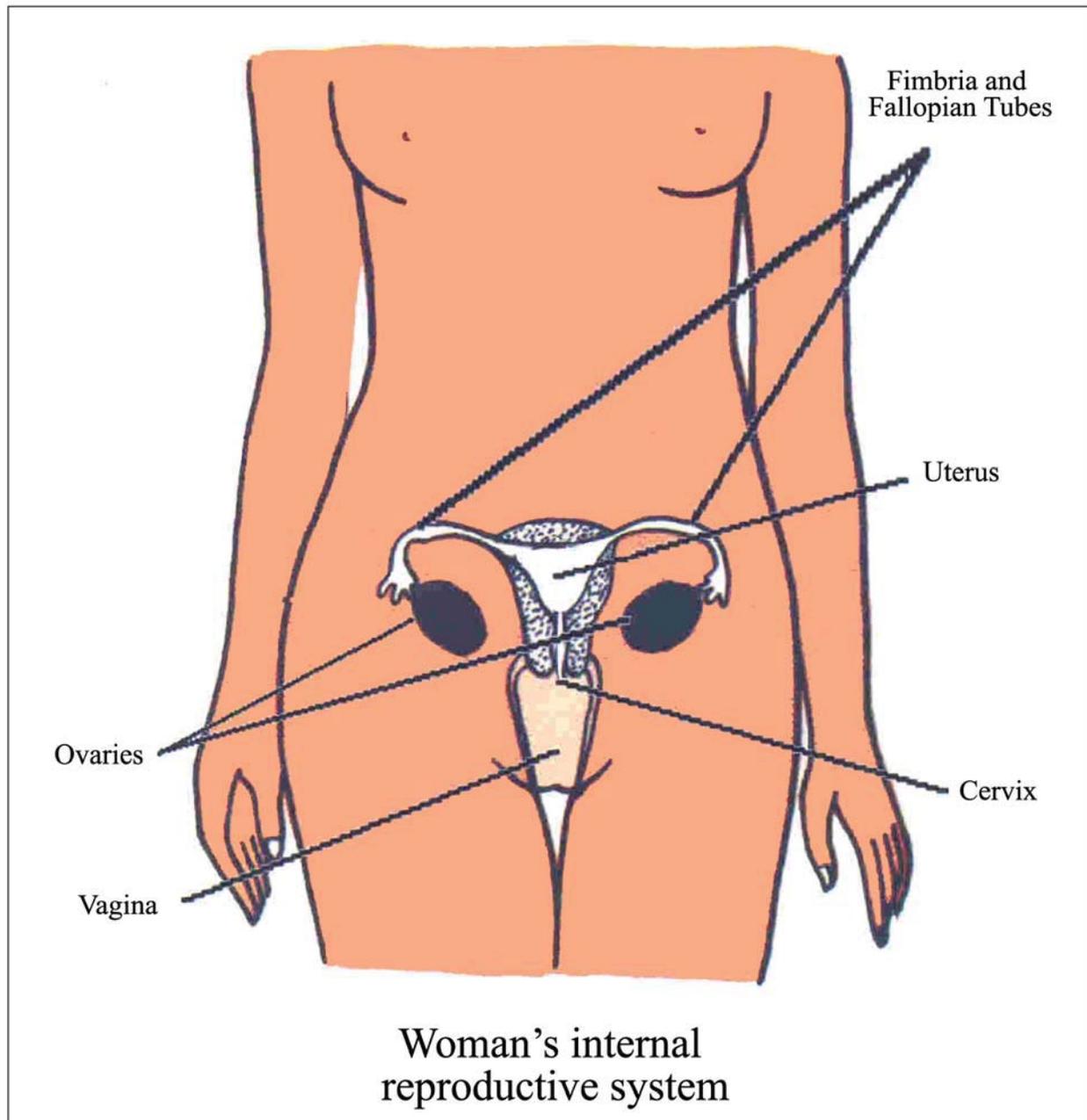
Internal parts:

- **Sperm:** sperm are very small cells that carry the man's genetic material. When they fertilise a woman's egg a new child is conceived from the combination of genetic material in the egg and the sperm.
- **Semen:** is the mixture of sperm and fluid that the man ejaculates from the head of his penis.
- **Prostate gland:** this organ produces the lubricating fluid in which sperm swim. With the help of this fluid sperm can be ejaculated from the man's body and swim through the woman's cervix to find an egg to fertilise.
- **Vas deferens:** these are two narrow tubes that carry sperm from the testicles where the sperm is made to the seminal vesicle and then on to the penis. One method of birth control is to do a simple operation in which these tubes are tied thus preventing sperm from leaving the testicles.

- **Seminal vesicles:** there are two seminal vesicles behind the bladder. They store both sperm and semen.
 - **Urethra:** this tube which runs through the penis has two functions a) it carries urine away from the bladder and b) it carries semen for ejaculation.
5. Hand out copies both resource sheets to participants. Ask how participants feel after hearing all that information. Listen to and respond to what they say.
6. Ask if people have questions about anything to do with sex and reproduction.
- Remind people all that sexual relationships are about many things-like feelings and cultural rules about behaviour as well as the biological information you have just been discussing. Point to the board “definition of sexual relationships” that the participants created in session one of this chapter.
 - Say: sex can also involve risks. Ask people if they have ideas about what kind of risks there are (pregnancy when you don’t want a baby and STIs including HIV).
 - Say: often people feel shy to ask questions about sex. Actually often when one person asks a question, everyone else is interested in the question and answer too.
 - Hand out coloured cards so people can write their questions privately. Ask them to write very clearly, otherwise we might not be able to understand and answer them. Give everyone a few quiet moments to think about the questions they have about any of these topics connected to sex.
 - Collect the cards in a box.
 - Explain you will answer a few questions now and save the others for a later session when you have time to get really good information for the answers. Take out the cards and read them . Save the ones that need more preparation for a good answer until later.¹²
7. Complete the session with a fun and energetic activity.

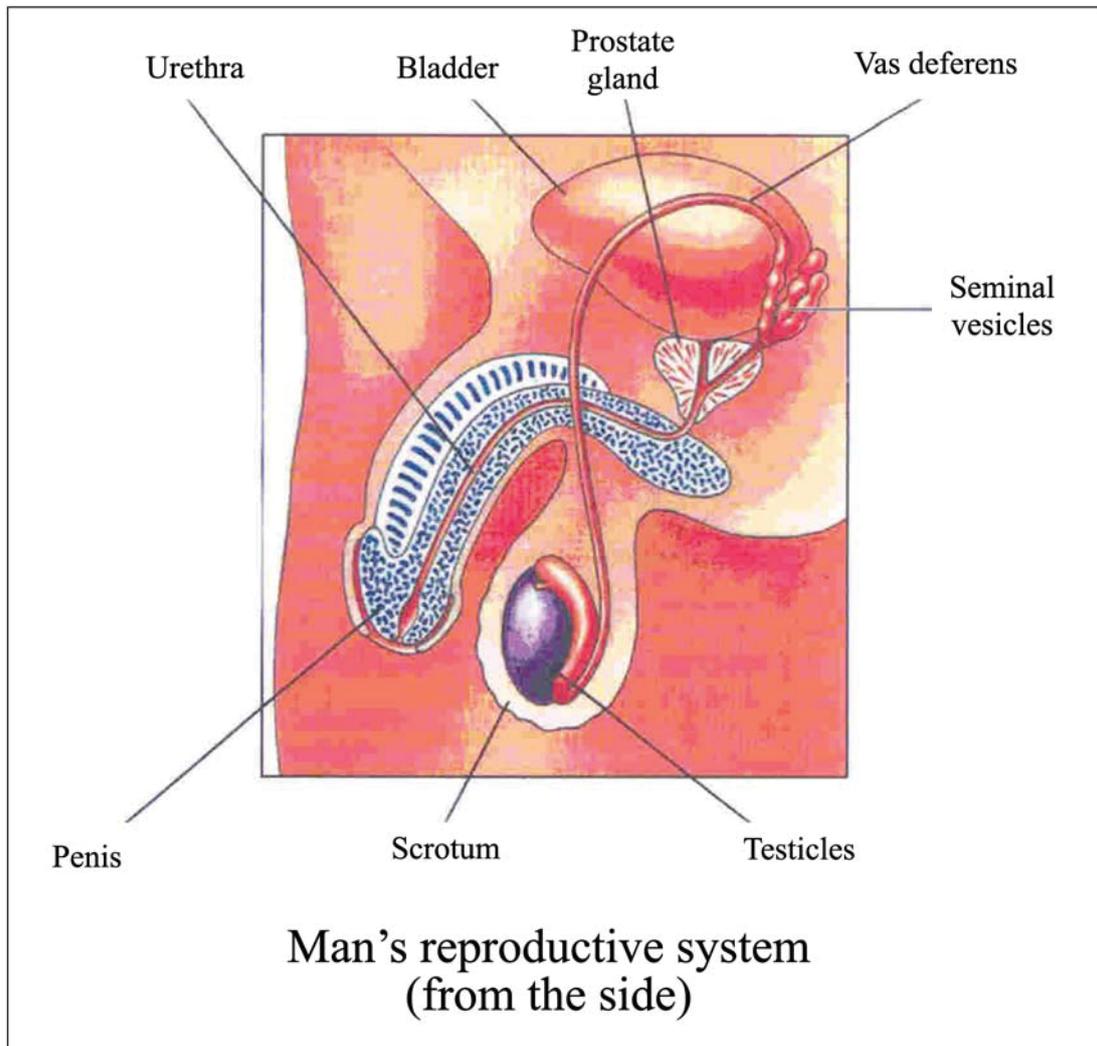
¹² This session is adapted from FHI’s Reproductive Health training materials and from the Ministry of Health’s ‘Guidebook to the Reproductive Health of Young People’ from the Ministry of Health’s Programme on Reproductive Health.

Resource Sheet: Our Bodies



Resource Sheet

Session 3:
Our Bodies



Resource Sheet

Session 3:
Our Bodies

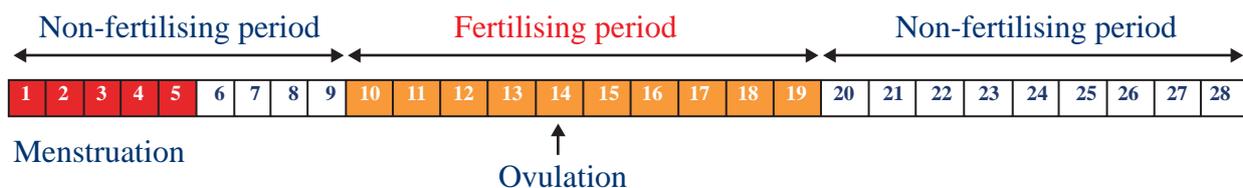
Menstruation

- Generally women start to have their period between the ages of 12 to 18 years old. But some girls may reach maturity earlier or later than this.
- Periods stop when a woman is 45 to 55 years old.
- Normally women shed menstrual blood every 28 days (the “menstrual cycle”). Different women have slightly different menstrual cycles. For example some women bleed as often as every 21 days and some women have a cycle as long as 40 days.)
- On average women menstruate for between 3 to 7 days.
- Many girls are surprised when they first see blood coming out between their legs. They might feel scared and think that they are sick or injured if no one has told them about menstrual blood. In fact having a period is normal and natural.
- Sometimes women get painful cramps with their menstruation and their mood can change. This is normal. The cramps happen when the muscles of the womb contract to expel the old lining of the womb. It can be painful or uncomfortable. You can take paracetamol to reduce the pain.
- Information about hygiene: it’s a good idea to wash around the vaginal opening often with soap. You can soak up the blood with sanitary pads. These should be changed often. You should keep these pads clean by washing them often and hanging them to dry in the sun.

Fertilisation

This refers to the time when an egg combines with a sperm. One egg leaves an ovary every month approximately 14 days before the next menstruation. After a man has ejaculated sperm into the woman’s vagina the sperm can live for up to 72 hours. However after a woman’s egg has left the ovary it lasts for only 12 to 24 hours. Usually fertilisation happens during the day the egg leaves the ovary. Fertilisation happens when one of the sperm swimming towards the egg in the fallopian tube meets and combines with it. The egg and sperm are now the beginning of a new human being.

- The fertilised egg then moves through the fimbria and fallopian tube for 6 to 8 days to the uterus. There it touches and sticks on to the wall of the uterus.
- The fertilised egg begins developing into a baby. Now a foetus is developing within her. The woman no longer releases new eggs for fertilisation and thus her periods stop until after the baby is delivered.
- A woman gets pregnant when her egg is fertilised by a man’s sperm. Even if neither partner enjoyed the sexual act or if the woman was forced or exploited into having sex, still fertilisation can happen.



Session 4: Gender & Sexual Relationships

What is it?

Group discussion recalling earlier ideas learned about gender followed by an “agree” and “disagree” exercise.

Why use it?

- To remind participants about the meaning of “sex”, “gender” and “gender inequalities”.
- To help participants understand how gender roles and gender inequalities impact our romantic, marriage and sexual relationships.
- To challenge accepted gender inequalities that give men and boys greater sexual freedom than women and make women and girls the victims of sexual discrimination.
- To give participants a chance to imagine how equal sexual relationships would work.

Resources needed:

- Flip chart paper with big “Happy” (agree), “Unhappy” (disagree) and “Puzzled” (not sure) faces drawn on them.
- Flip chart paper, tape, markers.

Time:

60 - 90 minutes.

Facilitators’ notes:

- If you think it is necessary, remind people about safety guidelines: trust, safety, respect and confidentiality.
- Prepare by reading session 2 “Sex & Gender” in chapter 2.
- The toolkit believes in human (women’s) rights. Women’s bodies are not owned by their fathers or husbands. When men and women have sex it should be voluntary on both sides.
- Different people have different experiences of sexual desire. To have a good relationship, it is important to be aware of the differences between yourself and your partner and to study each other to learn about each other.
- It is important that both people negotiate with each other in order to understand each other’s sexual desires. Whether or not to have sex has to be decided by both people in a relationship and if the decision is always made together they will feel very comfortable with each other, both emotionally and physically.

- Each person in the relationship has the right to say no if they do not want to have sex.
- In a family, if a husband and wife work together in this way and treat each other as equals, try to understand each other, discuss things – including sex - with each other, listen to each other and negotiate, this will positively impact the whole family and help family problems to be solved peacefully.
- Gender equality means that men and women should be judged by the same rules. For example, if men want to marry virgins they should also be virgins when they marry. If they do not want to be virgins when they marry, then they should accept that women also will not be virgins when they marry.

How to use it:

1. Ask participants what they remember about the difference between “sex” and “gender” that we discussed in chapter 2. Allow time for discussion and help people remember so they can re-create the definitions (see below).
 - **“Sex”** is an unchangeable biological factor determined by nature. Sex determines whether someone is male or female. Women have a vagina and breasts and are able to conceive and feed a baby. Men have a penis and are able to produce sperm.
 - **“Gender”** means the roles and behaviour that our culture teaches that society thinks is “correct” and “proper” for women and for men. Gender roles come from society not nature, so they are different in different societies and in different eras in a society. They can change.
2. Ask what people understand about gender inequalities – inequalities between women and men in society. Ask for examples of the inequalities between women and men which give men more power than women. Help people recall discussions in chapters 2 and 3.
 - For example, some people believe that women do not need to be educated because they are not meant to have jobs or to achieve in public life outside the home and some people believe that men should not cry or talk about their feelings because they are signs of weakness. These beliefs create “gender inequalities” in society.
 - Ask for people’s ideas for how these gender inequalities have an impact on our lives. Prompt if necessary to ask how different gender roles and inequalities between men and women affect women’s and men’s *choices* or *decision-making*. Remind the group of earlier discussions on these topics.





- For example, in a marriage the wife often feels she cannot advise or challenge her husband's ideas because of the gender inequality which encourages the idea that men should be the primary decision-makers as they are (incorrectly) supposed to be cleverer and stronger than women. This can also lead to violence against women by men in the home.
3. Say that gender inequalities can have bad affects on women's and men's sexual, romantic and marriage relationships. Ask for examples how gender inequalities affect sexual relationships.
- Prompt with common proverbs if that is helpful for example, "women are white cloth and men are gold." Ask: how is this about gender? How is it about gender inequality? What is it that men can do in their sexual relationships that women cannot do if you follow this belief?
 - The proverb means: if a woman makes a "mistake", having sex before marriage, or gets divorced, those actions will mark her forever. If a man has sex outside of marriage it does not affect his life or reputation in the same serious way. Women will be discriminated against for doing something that men are allowed to do freely. This traditional belief makes men feel proud of their gender and makes them think they can behave wrongly to women because they are superior and have freedom and power women do not have.
4. Explain that the next exercise will offer the chance to reflect on common beliefs about gender and sexual relationships which often lead to gender inequalities.
- In one part of the room place a piece of paper with a smiley face and the word "**Agree**" written on it and on the other side of the room place a piece of paper with an unhappy face and the word "**Disagree**" written on it. In another place put a piece of paper with a confused face with the words "**Not Sure**" written on it.
 - Explain that you will ask the participants to decide whether they agree or disagree with some statements that are connected to common gender beliefs about women and men's sexual relationships.
 - The statements that the facilitator can select from and write up and read out are:
 - Men and women should both be virgins until they are married.

- Only men should carry condoms.
 - Men can have sex with people other than their wives after they are married.
 - Women can have sex with people other than their husbands after they are married.
 - Wives should have sex with their husbands when the husbands want to.
 - Only men should talk about sex. Women should stay quiet.
 - Wives and husbands should not use condoms while having sex.
- Also write up and read through the questions shown below. Ask people to consider the answers to those questions once they decide whether they agree or not with a statement.
- What made you decide to stand near the “agree” “disagree” or “not sure” sign?
 - What is society’s belief about gender related to this statement?
 - Do you follow society’s beliefs about gender?
 - What do you think of the different opinions that others in the room have?
- 5.** Read out your selected statements one by one and after each one:
- Give people time to think about their answers to the questions in order to decide where to stand, check people are standing in the correct place for their opinions.
 - Facilitate a debate by asking different people to explain to each other the answers to the questions. Encourage participants to ask each other questions to understand each other’s opinions better.
 - Ask if anyone wants to change their mind and stand in a different place.
- 6.** After the last statement has been discussed summarise what people have discovered about gender inequalities in sexual relationships.
- Ask people what they thought of the exercise – what they thought about each different statement and working out their own opinions and understanding other people’s opinions.

Session 5: Deciding When To Have Sex



What is it?

Activities using cards giving “reasons to have sex” and case studies.

Why use it?

- To give participants the opportunity to think about people’s different motivations for having sex.
- To give participants the opportunity to decide what reasons they find acceptable for having sex and what reasons they do not find acceptable.
- To help participants think more deeply about situations where one might be pressurised or forced to have sex - for example, for boys in situations where they are pressurised by peers and for girls in situations when they are pressurised by a potential partner, a boyfriend or a husband.
- To help participants think about the consequences of having sex in these different situations.

Resources needed:

- Picture cards “reasons to have sex” for each small group.
- Case studies.
- Flip chart paper, marker pens, tape.

Time:

60 - 90 minutes.

Facilitators’ notes:

- If you think it is necessary, remind people about safety guidelines: trust, safety, respect and confidentiality.
- Make sure girls get as much time to speak out about these issues as boys and encourage them to speak.

- Remember that the toolkit values are based on human (women's and children's rights) which means that there should be no discrimination against women and girls if their behaviour does not fit with traditional expectations.
- If you notice differences between the boys' and girls' groups help people reflect on those differences. For example, if the boys are freer in their assessments of when it's acceptable to have sex than the girls are, then discuss the reasons for these differences. Ask if boys and girls understand the others' point of view. Ask what kind of social changes would need to happen to make girls' and boys' assessment of when it is acceptable to have sex be more similar to each other.

How to use it:

1. Explain that this session is about how people decide whether to have sex or not.
Say: we should be responsible for our own lives and for the impact our actions have on other people too so we should think carefully about our reasons for starting a sexual relationship and what the consequences of it might be.
2. Split into same-sex groups. Give each small group a full set of the "reasons to have sex" cards, flip chart paper, marker pens and tape.
3. Ask each group to divide their flip chart paper into two columns and to write "**Acceptable Reasons**" on one side and "**Unacceptable Reasons**" on the other. Show them what to do on the whiteboard.
 - Ask the small groups to discuss the statement on each card to decide which statements express "acceptable" or "unacceptable" reasons for deciding to have sex, and to glue the picture cards under the appropriate column heading.
 - Explain that different people will have different opinions and ideas and would make different decisions. So it's good if everyone listens to each other and does not act judgementally if someone has a different idea.
 - Explain that you will want a representative from each group to present their ideas and say what reasons they thought were okay for having sex and which were not and why.
 - Allow about 20 minutes for this task.
4. When the small groups have finished ask them to hang their flip chart paper at the front of the room.
 - Ask for short presentations from each group.
 - Encourage discussion of major differences between the different groups' ideas about when and why its acceptable to have sex and when and why it is not.
 - Discuss any "reasons to have sex" which are to do with being forced or pressurised that participants find acceptable. Point out that these reasons – to different degrees – pressurise people and so reduce the freedom of their choices.

For example:

- I will get paid, I will get food and shelter in exchange and I will get a new mobile phone if I have sex with him (this is being pressurised by your need for things. For someone who is very poor this could be a serious pressure).
 - I don't want to look silly by saying no, my friends will give me more respect, my friends have all done it and I want to be like them (these are more likely to be pressures men will feel to have sex so that their mates respect them and think they are "normal". It's hard for young men to say "no" to their friends' expectations).
 - My partner is impatient and will be angry if I don't, I want to please my partner, to prove I love him, I am married so I'm expected to have sex with him (these are all pressures women often face from men. In fact if a man loves a woman he should not pressurise her to have sex, married or unmarried).
 - I am scared if I don't have sex with this person (this is the most serious pressure. It is abusive to make someone have sex with you by making them afraid).
- Emphasise that there isn't always a clear correct answer about the "acceptability" or "unacceptability" of the different reasons to have sex, because this depends on an individual person's circumstances and their own beliefs. However, it is important to realise that whatever decisions people make, they need to be aware of the possible consequences for themselves and the other people involved in the situation.
5. Explain that the group will now do another exercise to explore the reasons and consequences for deciding to have sex.
- Divide the participants into four same sex groups again – two of each.
 - Hand out one case study for each group – "Srey Neang" or "Srey Mom" for the girls' groups and "Rithy" or "Sokhon" for the boys' groups.
 - Ask each group to discuss and think what they would do if they were that person in the situation. How would they feel if they were in this situation? What are the possible consequences of having sex in this situation? Of not having sex? Would they have sex? Not have sex? How might they feel after having started that sexual relationship? Write the questions up on flip chart paper.
 - When the groups have finished discussing return to the big group and ask each small group to read out their case study and say what they think of this situation, answering the questions you have asked them to consider.
 - Generate a discussion. Ask if people should try to resist pressure and how people can resist pressure (e.g. Sokhon resist the pressure of his friends, Srey Neang resist the pressure of her boyfriend). Ask if people have empathy and compassion for Rithy's situation.

- Conclude by saying that we all need to consider carefully when and who we want to have sex with and why we decide to have sex with them. Sometimes decisions are very hard indeed (Rithy's situation, for example) so we should remember that and try not to be judgemental when other people have sex in situations in which we think they should not have sex. In the end we all have to live with the decisions we make. Decisions that are not made wisely can give you many regrets later on in life. Sexual relationships that start well with agreement and no pressure can be a source of great happiness to both partners.

Resource Sheet 1

Session 5:
Deciding When To
Have Sex



Resource Sheet 1: Deciding When To Have Sex



**I love someone and
feel ready to have sex**



I will get paid



**I am scared of what will happen
if I don't have sex with
this person**



**I am in a safe and secure
relationship**



**I am bored and have nothing
else to do**



**I don't want to look silly by
saying no**



**My friends will give me
more respect**



**My partner is impatient and
and will get angry if I don't**

Resource Sheet 1

Session 5:
Deciding When To
Have Sex



**I probably won't get pregnant
the first time, so it's okay**



**I don't want my partner
to leave me**



**I will get food and shelter
in exchange for sex**



**My friends have all done it
so I don't want to be the
odd one out**



**My partner and I want a child
together**



**I will get a new mobile phone
if I have sex with him/her**



**I want to please my partner
so anytime he/she wants to
have sex, I will do it**



**We plan on marrying soon
so he thinks it's a good idea
to practice first**

Resource Sheet 1

Session 5:
Deciding When To
Have Sex



To prove that I love him/her



I need to practice on different people so that when I get married I will know what to do



I am married so I am expected to have sex with my spouse



I like having sex

Resource Sheet 2: Deciding When To Have Sex

CASE STUDIES

For the boys' groups:

1. **SOKHON** is 18 years old. His friends laugh at him and say that he is not a real man because he is a virgin. They go to the brothel every weekend in the nearby town and say that he must come too, because if he doesn't he won't know what to do when he has sex with his wife for the first time and she will not be satisfied. Sokhon doesn't really want to have sex with a woman he does not know, when they are not special to each other. He wants to have sex with someone who really wants to have sex with him – not someone who is paid and just pretends. He knows the sex workers are often forced to work there and he thinks it's cruel.

► What should Sokhon do?

2. **RITHY**: Both of Rithy's parents have died of an AIDS-related illness, so he lives with his grandmother. They are very poor. Recently his grandmother has been very sick, but they have no money to buy her medicine so she just stays at home. As Rithy is a very good looking teenager, he was approached by a man visiting their small town. The man has offered Rithy \$50 for sex. Rithy is scared of the man and does not like the idea of having sex with him. However, the money would help to buy medicine for his grandmother and pay for their food for many months.

► What should Rithy do?

Resource Sheet 2

Session 5:
Deciding when to
have sex

For the girls' groups:

1. **SREY NEANG** is 18 years old, she has a boyfriend who she is in love with and would like to marry one day. Her boyfriend is 19 years old and wants to have sex with her. He asks her every day and has recently started saying that if she really loved him she would have sex with him. Srey Neang is worried that her boyfriend will leave her if she does not have sex with him.

▶ What should Srey Neang do?

2. **SREY MOM** lives in Takeo province. Last month she met a man who works in Phnom Penh but visits Takeo regularly. The man says he is in love with Srey Mom and that he wants to be with her when he is in Takeo. Srey Mom suspects the man is married but she likes the attention he gives her, every time he visits her he brings her gifts and takes her out to nice restaurants. He tells her she is lovely and she feels really special. The man also gives Srey Mom money which she can use to help her family. The man says he wants to have sex with her.

▶ What should Srey Mom do?

Session 6: Being Confident & In Control



What is it?

A big group discussion is followed by some bodywork on how it feels to be confident and in control and how we behave if we feel like that. This is followed by small groups' role plays and a big group summary of what participants have discovered from the role-plays to help them resist pressure and say "no!" confidently.

Why use it?

- This session follows on from the previous session 5 "Deciding When To Have Sex" by giving participants the opportunity to practice making clear decisions about sex and saying "no!"

Resources needed:

- Flip chart paper, tape, markers.

Time:

60 minutes.

Facilitators' notes:

- This session must follow session 5 "Deciding When To Have Sex".
- If you think it is necessary, remind people about safety guidelines: trust, safety, respect and confidentiality.
- The facilitator needs to be able to facilitate step 7 of this session confidently in order to show participants how it is to feel confident about themselves and how to act confidently. So practice facilitating step 7 using your body, face and voice to show people what it is like to feel "confident and in control". You could practice in front of the mirror and with colleagues and get feedback to help you facilitate this step well.

How to use it:

1. Explain that sometimes it's very important to be able to decide with certainty what you want and do not want to do and to be able to convey that decision to others clearly. Deciding to have sex or not can be like that. Although we have already discussed gender equality (equal rights for men and women) and child rights, it can sometimes be hard to remember your rights and to know how to stand up for yourself when you are involved in a situation like a romantic, sexual relationship or marriage.
2. Briefly ask the group if they can think of reasons that it might be hard for people to stand up for themselves. Ask them to recall the discussions in session 5 about the kind of pressures that might make people decide to have sex when they don't really want to.
 - Prompt participants with simple situations where a person may want to refuse to do something but finds it hard to refuse. *Examples of reasons it's hard to stand up for yourself: it might be hard because you feel afraid, or inferior to the other person or you don't want them to be disappointed in you or you really want what they offer you in exchange or you are not yet sure what you want clearly yet.*
3. After listening to and responding to a few answers explain that in many situations in life, people feel shy or nervous or don't have confidence because of pressure from partners, family, friends, husbands or wives. Instead of standing up for themselves, they end up doing what those other people want them to do.
4. Ask what will happen if they are too afraid to say "no" to someone who pressurises them to have sex. *For example: they will have sex before they are ready, having sex with someone you don't know, having unsafe sex and getting an STI, HIV or becoming pregnant, feeling unhappy or scared in your relationship/marriage, getting stuck in a marriage you did not really want, feeling used and exploited, having other people look down on you, not having any pleasure in sex, not being able to fulfil your dreams and reach your goals in your education/career.*
5. Explain that in romantic, sexual relationships and in marriage it is very important that you know what you want and why, know how to say "no" and are able to discuss and negotiate with your partner. It is particularly important that girls and women assert their rights over their own bodies. This is because gender inequalities in society tend to undermine women and children's rights and leave women and children in bad situations where they can be exploited and hurt.
6. Explain that this session is about feeling "confident and in control" and making decisions clearly. Write the phrase "confident and in control" up in big letters on the whiteboard.

7. Explain that the group will practice making clear decisions, being confident and in control and saying “no” in a few different situations.
 - Say: to prepare we will practice what it is like to feel “confident and in control”.
 - Ask everyone to stand up in a circle. Show them how to shake their limbs and get rid of any stiffness.
 - Now ask everyone to imagine that something has happened that makes them feel very good about themselves. For example, they have got a special scholarship to go to a good school or the girl/boy they liked says s/he likes them too or their dad praised them for helping the family. Ask what they are thinking (“*I’m good at doing things. People like me*”).
 - The facilitator should demonstrate and model the body language, expression and movement of a person feeling confident and in control at the same time as asking participants to act out being confident and in control.
 - Ask how the participants feel in their bodies. How do they feel in their shoulders and back? (*Back straight, shoulders fall loosely back, chest wide and open relaxed*).
 - Ask how they are breathing (*full breaths*).
 - Ask what expression they will have on their faces (*smiling, pleased, relaxed*).
 - Ask what kind of contact they have with other people (*warm eye contact with others*).
 - Ask people to walk around the room moving their bodies happily and confidently.
 - Ask what kind of voice you have when you feel like this. Ask people to practice walking round saying “Hi! How are you?” to each other with that voice. (Clear and strong but not shouting and dominating).
 - Ask people to remember what its like to feel “confident and in control” in their body, face, voice, thoughts and feelings.

8. Explain that we are going to practice situations in which we need to be confident and in control and use that feeling to make clear decisions about having sex in a situation where we are feeling pressurised.
 - Divide the participants into four small groups.
 - Select one of the situations listed below for each small group or let them select the one they like.
 - To go *dalaing* (*go for a walk*) on your own with no other friends, with a boy or girl who likes you.
 - To go to a guesthouse and have sex with your boy or girlfriend.
 - To have sex without using a condom.
 - To have sex for money.
 - To have sex with your spouse using no birth control method so you might have another baby which the family cannot afford.
 - To go to a nightclub with friends, to drink a lot and pay someone to have sex with you.

- Write those statements on the flip chart paper and read out each statement you have selected for each of the small groups.
 - Explain that each group should imagine that in their situation someone is trying to pressurise someone else to have sex they don't want to have (or to have sex in a way they don't want e.g. with no condom or birth control).
 - Ask them to create a role-play which shows how someone can be pressurised to have sex in that situation and how that person will use their confidence to make a clear decision and maintain control of the situation and say "no!".
 - Ask how the previous exercise – practicing what it feels like to feel confident and in control – can help them now.
 - Give each group 10-15 minutes to prepare their role-play.
 - Facilitators walk round the small groups to check people understand what to do.
 - Encourage the person who will resist pressure to remember what the feeling, body language and behaviour was of a person feeling confident and in control and use that to help them resist pressure.
 - Encourage people who are doing the pressurising to act realistically and not give way too easily.
 - Make sure people keep it short.
- 9.** When the small groups have prepared their short role-plays:
- Explain that you want the audience to observe and then after the role-play to provide feedback by saying:
 - i) What they liked about the way the person resisted pressure and made a clear decision and said "no!".
 - ii) If there were other things the person could have done to make their refusal stronger.
 - Ask each group to perform their short role-play.
 - Ask the participants who were watching the role-play to give the feedback you asked for.
- 10.** Ask the participants to use what they learned from the role-plays to list effective techniques for saying no confidently. Ask them to think about body language as well as what you say and how you say it. Write their suggestions on flip chart paper.
- Answers should include things like:
- Speaking clearly and loudly.
 - Hold your head up high and make eye contact with the person you are speaking to.
 - Keep your reply short and simple: "I don't agree to have sex. I want to feel safe and trusting before I have sex. I am leaving now."
 - Say how you feel and why: "I don't want to have the responsibility for raising another child in our family. It makes me feel exhausted and afraid we will not

cope. I am happy to have sex when I can use a method of birth control.”

- Make sure your body language matches your words.
 - Sometimes it's useful to acknowledge how the other person feels even although you do not agree with it, to show you have taken their point of view into account already “I understand you enjoy sex with no condom more, however ...”
 - Repeat your message until the person pays attention or until you can leave the situation.
 - Don't get involved in long arguments when the other person is not listening to you.
11. Conclude the session by reminding people what they said it was like to feel and act “confident and in control”. Summarise the best techniques for making clear decisions and not giving in to pressure. Say that this is important to know if we want to make sensible decisions about sexual relationships.

Session 7: Having Equal, Loving Relationships

What is it?

A big group discussion leads to definitions of love and equality. Then in small groups participants use cards to prompt them to imagine the details of a loving, equal sexual relationship.

Why use it?

- To share ideas about and then define “love” and “equality” in the context of sexual (sweetheart and marriage) relationships.
- To imagine how both partners in a couple would behave with each other and what expectations they would have of each other when managing their shared life e.g. with money, child-raising and sex in a way that is loving and equal.



Resources needed:

- Several prompt cards from the resource sheet for each small group.
- Flip chart paper, marker pens, tape.

Time:

60 - 90 minutes.

Facilitators' notes:

- If you think it is necessary, remind people about safety guidelines: trust, safety, respect and confidentiality.
- This session links in many ways to sessions in chapter 1 (how to be trustworthy and make someone else feel safe, how to listen and understand, how to be aware of your own and the other person's feelings); chapter 2 (gender equality); chapter 3 (how to make a family happy by caring for each other, listening and talking openly and not abusing your wife or children by using the greater social power you have than them).

How to use it:

1. In this session we are going to think about how to have a good loving relationship.
 - Explain that we are focusing on sexual relationships - mainly marriage but some of what we could talk about would also include sweetheart relationships before marriage.

2. Divide flip chart paper in half and at the top of the first column write “Love” and the top of the second column write “Being Equal”.
 - Ask: what do we mean by “love”? It might be helpful to ask people to remember what they agreed “love” was in chapter 3 when we talked about making a family happy.
 - Take participants’ ideas about “love” and write down the main important points under the heading “love” on the flip chart paper. *Examples of answers are:* taking care of, trusting and acting in a trustworthy way towards, having empathy for, understanding, forgiving, feeling desire for, not using or exploiting ...
 - Then ask: what is “equality”? It might be helpful to ask people what they remember about women’s rights to gender equality.
 - Take participants’ ideas about “being equal” and write down the main important points under the relevant heading on the flip chart paper. *Examples of answers might be:* respecting, giving the same value to the other as oneself, having the same power to make decisions and take responsibility, sharing responsibility, being honest with, listening and communicating openly ...
 - Read through the definitions of love and equality on the flip chart paper.
 - Ask participants how they would feel if they were a partner – a husband or wife, girlfriend or boyfriend - inside a relationship where the other person treated them with love and equality as described on the flip chart paper.
 - Say: many people believe that the best and strongest relationships are based on fairness and equality and that when two people really love each other, they will make sure that the other always feels secure and happy in the relationship.

3. Explain that participants will now imagine and describe in more detail what a loving, equal sexual relationship would be like. How would the wife and husband or girlfriend and boyfriend behave towards each other? What responsibilities would each take? What would they expect of each other? How would they manage their home, their money and their relationships with other people and so on?
 - Divide the participants into five or six small groups with an equal mix of girls and boys in each group.
 - Hand out to each group several of the prompt cards from the resource sheet. Make sure that all the topics of the cards are discussed. Each small group might have time to discuss two or three topics.
 - Explain that the cards just cover different areas of life that married couples (and for some of them boy- and girlfriends) share.
 - Explain that participants should discuss and decide how a couple would deal with that area of their life together in a way that is loving and equal. Participants can use their ideas on “love” and “equality” written on flip chart paper to remind themselves what being loving and equal involves.

- Before small groups start work check briefly that participants understand by choosing one prompt card and asking for some ideas about how the wife and husband would behave about that part of their lives in a way that will promote an equal, loving relationship.
 - Give groups 20-30 minutes.
 - Walk round the small groups as they work. Check that people think of each topic from the point of view of both men and women equally. For example:
 - Having other sexual partners: if a man wants to have other sexual relationships as well as his wife, does he agree to equality e.g. that the wife can also have extra relationships? How would they both deal with sexual jealousy? Is it realistic? Is it loving? How can they have an equal sexual relationship?
 - Working outside the home: if a husband goes to work outside the house can a wife also work outside the house? Is it really only men who work outside the home?
 - Raising and disciplining children: when the couple has children should it be only the woman who takes responsibility for caring for them or can the man contribute? How can they take equal responsibility for their children?
4. When the groups come back together ask them to present and share their ideas.
5. The facilitators' job is to encourage sharing and debate and to help participants check that their suggestions for wives' and husbands' behaviour and expectations are both loving and equal.
- Ask people what you have to do in order to have an equal and loving relationship where you share decisions about money and sex and work and children. *Examples of responses are: talk openly about your feelings and opinions, listen carefully to the other person's feelings and opinions, try to understand your partner's point of view, don't always try to win, find time to be together, know each other well, have empathy, forgive, have fun together ...*
 - Write those ideas down and keep the flip chart paper to refer to and remember what a good, equal sexual relationship is like in later sessions.
6. Conclude that treating your partner with love and as an equal person whom you respect is a key to having a happy, satisfying relationship.
- Ask people to say if they think they will try to have loving, equal relationships? Do they think it will be easy? Hard? What would be the benefits?
7. End with a fun, energetic activity.

Resource Sheet

Session 7:
Having Equal, Loving
Relationships



Resource Sheet: Having Equal, Loving Relationships

PROMPT CARDS

MONEY (how to save it, borrow it & spend it & what to spend it on)	RAISING & DISCIPLINING CHILDREN
DECISION-MAKING ABOUT THINGS IN THE HOME THAT AFFECT THE RELATIONSHIP	FREEDOM TO SEE FRIENDS & RELATIONS OUTSIDE THE HOME
WORKING OUTSIDE THE HOME	HOUSEWORK
SEX	HAVING OTHER SEXUAL PARTNERS
TO HAVE CHILDREN OR NOT TO HAVE CHILDREN & WHEN TO HAVE CHILDREN	RELATIONSHIPS WITH THE PARENTS IN LAW
CHILDREN'S EDUCATION & /OR WORK	YOUR CHILDREN'S CHOICE OF HUSBAND OR WIFE

Session 8: The Difference Between Agreement & Abuse

What is it?

A small group activity assessing sexual “situations” from real life against criteria of “agreement”, “love”, “respect”, “honour” and “pleasure”.

Why use it?

- To alert participants to the difference between sex between adults (15+) which has been genuinely agreed to by both partners and sex that happens because one partner is forcing or pressurising and the other does not agree. This non-consensual sex includes sex where one partner is a child (under 15).
- To define sexual abuse.
- To demonstrate the range of situations and activities that are sexually abusive.
- To give participants an opportunity to reflect on, assess and make decisions about different kinds of sexual situations.



Resources needed:

- Small ‘situation’ cards from the Resource sheet 1 for each small group.
- Resource sheet 2 to help the facilitators to prepare and refer to.
- Resource sheet 3 ‘What is sexual abuse?’ copied for participants.
- Very clear instructions for scoring the ‘situation’ written on flipchart – see Resource sheet 4 and step 2 of this session.
- The ‘situation’ that you select for small groups should be written up on flipchart for participants to use when presenting their assessment of that ‘situation’.
- Flip chart paper, marker pens, tape.

Time:

90 -120 minutes.

Facilitators’ notes:

- If you think it is necessary, remind people about safety guidelines: trust, safety, respect and confidentiality.
- Ideally there should be a male and female facilitator working together to support the group.
- Sexual abuse is a serious topic and so the facilitator should help create a serious atmosphere in which to discuss it. This does not mean that the sessions should be boring with no laughter. It does mean that people should not treat the subject lightly.

- It is possible that some participants may have been sexually abused or know someone who has been sexually abused. Facilitators therefore need to be prepared to support any individual who becomes distressed during the workshop. Don't ignore someone who seems upset. Follow the safety guidelines in the toolkit introduction.
- Prepare by reading the "situations" and the definition of sexual abuse in the resource sheets.
- The instructions for this exercise are quite complex – see Step 2. They involve five criteria for scoring a situation between 0 and 10. "0" is very low and "10" is very high. Girls' groups score the reaction of the girl or woman in the situation and boys' groups score the reaction of the boy or man in the situation. For the session to be effective the facilitator needs to give very clear instructions and make sure all participants follow them correctly. Practice giving the instructions for this exercise before you facilitate the session, so you can see any problems you were not aware of and be sure you really understand the exercise and how to instruct others to do it.
- Prompting participants to think critically – both in the small groups and in the big group to follow – is important. The following issues are often raised:
 - Love: ask people to recall what they think "love" is. Ask if you could hurt someone you love in order to get sex. If that behaviour is not "love" what is it?
 - Agreement:
 - i) Ask people if agreement can come from one side only? If it comes from one side only then it is not "agreement." It is just one person (or group) wanting to do something. You need two or more people to "agree".
 - ii) Does the fact someone agreed to have sex with a partner once mean they must always have sex with that partner? When should the "agreement" for each sex act happen? It should happen at the time of the act. If someone shows or says that they do not want to do that act then the other partner must stop.
 - Sexual acts: there are many kinds of sexual acts not only sexual intercourse. It is not only sexual intercourse that is serious. Being forced or pressurised to do any of these acts if you do not want to do them is serious.
 - Children: in most societies adults have made an ethical decision that children cannot be considered mature enough mentally and physically to have sex. Children deserve our protection from harm. So when an adult has sex with a child this is an abuse of that child regardless of whether the child 'agreed' to the sexual act or not.

In Cambodia the Law on Suppression of Human Trafficking and Sexual Exploitation (2008) states that:

 - Article 42: Sexual Intercourse with a Minor under Fifteen Years: A person who has sexual intercourse with another person of the age of less than fifteen years shall be punished with imprisonment from 5 to 10 years.

- Article 43: Indecent Acts against a Minor under Fifteen Years: “Indecent acts” in this law shall mean an act of touching or exposing the genitals or other sexual parts of another, or of having another touch the actor’s or a third person’s genitals or other sexual parts, with the intent to stimulate or satisfy the actor’s sexual desire.
A person who commits an indecent act against another person of the age of less than 15 years shall be punished with imprisonment from 1 to 3 years and a fine from 2,000,000 to 6,000,000 riels.
- A person who repeatedly commits any offense stipulated in Article 42 or this article shall be punished with double the prison punishment.
- Convention on the rights of the child state that every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.
- Marriage: it is important that participants consider the possibility of sexual abuse within marriage and understand that getting married to a woman does not give a man automatic rights of access to her body. See “situation” number 15 in resource sheet 2.

How to use it:

1. Explain that in this session participants will have time to consider the serious subject of sexual abuse.
 - Briefly brainstorm – ask participants to say what they understand by the term sexual abuse. What kinds of activities do they think sexual abuse might include?
 - Ask what is the difference between acceptable, normal sex and abusive sex?
2. Explain to the group that they are going to spend time in single sex groups assessing some different sexual situations. These situations are all based on real life.
 - Explain that participants will assess the situation to see what kind of sexual situation it is, to understand how the different people in the situation feel (for example, how the girl/woman feels and how the boy/man feels) and whether that sexual activity is okay or not, abusive or not.
 - Split participants into small same-sex groups.
 - Put the same-sex groups in pairs – one girls group is partnered with one boys group. Give each pair of groups a “situation” selected from resource sheet 1. Each group in the pair works separately. However they both work on the same situation. One group assesses the situation from the boy’s or man’s point of view and one group from the girl’s or woman’s point of view.
 - Make sure you provide a variety of kinds of situations. Include at least one situation that involves young people. Include situation number, 15 which is about rape in marriage. Always include situation number 13, which is the only situation which is not sexual abuse.
 - Explain what the five criteria are for assessing each situation and how participants will score their situation somewhere from “0” (nothing) to “10” (complete agreement) on each criteria and explain their reasons for the score. Refer to resource sheet 4 to find a description of the criteria and scoring

system. Write all these instructions up on flip chart paper. Explain the instructions clearly. The criteria by which the small groups should assess the situation they are given are:

- i) Does what happened take place with the agreement of both people?
 - ii) Does what happened make the girl/boy feel respected?
 - iii) Does what happened make the girl/boy feel loved?
 - iv) Does what happened uphold the honour of the girl or boy?
 - v) Do both (or all) people get sexual pleasure from what happened?
- Explain that girls' groups will assess and score the situation from the girl's or woman's point of view and boys' groups will assess and score the situation from the boy's or man's point of view. For situations which involve two males e.g. situation 10, ask the boys group that assesses it to make different scores for each man and boy in the situation and be clear which scores are for the man and which for the boy.
 - Practice with a spare "situation" with all participants before they start work in small groups to make sure everyone understands. Read out the spare situation you have selected and ask girls to say where they would score it on "agreement" between "0" (nothing) and "10" (complete agreement) for respect. Then ask boys to score the same situation on "respect". Mark their scores on the score lines you have drawn on the flip chart paper. After you are sure everyone understands, let the small groups start their discussions.
 - Provide each group with flip chart paper so they can show their scores and reasons for their scores.
 - Give people at least 30 minutes.
 - Be available to help and prompt small groups as they work. Prompt participants to think deeply about the meaning of love, of respect and all the other criteria. For example, can "agreement" come from one partner only and not from both/all partners?
- 3.** After the task is completed ask a boys' group to present the scores they gave their "situation" from the boy or man's point of view for "agreement" "respect", "love," "honour" and "pleasure" and the reasons for those scores.
- Before they do that stick the flip chart paper, which describes the situation up near to the flip chart paper showing the small group's scores for that situation.
 - Ask the representatives of the small group to start by reading out the situation, then to go through the scores and reasons for their scores.
 - Clarify anything that is not yet clear. Encourage other participants to ask questions.
 - Then ask the girls' group who assessed the same situation to give their presentation.
 - Clarify anything that is not yet clear. Encourage other participants to ask questions.
 - Debate any differences in the scores the two groups give the same situation.
 - Conclude by asking if people think this sexual activity is based on agreement or abuse.

- State whether the situation is sexual abuse or not (all the “situations” are abusive except “situation 13”) and say why. Facilitators can refer to resource sheet 2 for guidance.
4. Move on to the next “situation” and ask the boys’ group to present their assessment and scoring followed by the girl’s group. Repeat the process for each situation.
 5. Say that you are going to hand out a definition of sexual abuse now. However before you do that you want to know what conclusions the participants have come to about what sexual abuse is.
 - Brainstorm: take people’s ideas and respond with questions to prompt people to think more or affirm if they are correct.
 - Hand out the definition of sexual abuse (resource sheet 3). Ask a volunteer to read it aloud. Discuss and answer questions and comments.
 - Relate the definition of sexual abuse to any earlier discussions in the session. For example, the first criteria used in assessing the “situations” was “agreement”. Lack of agreement is central to the definition of sexual abuse.
 - The following issues are important and might be useful to discuss and confirm:
 - Sexual abuse is any kind of sexual act without true agreement.
 - Agreement means at the time of the sexual act happening. Sex with people is not like buying a house or land. You cannot say that the partner made a contract with you by agreeing to come to the guesthouse two hours ago, so she must have intercourse with you now, two hours later. She is allowed to change her mind!
 - You cannot say that because you married someone they must have sex with you whenever you want. Marriage is not a contract in which women sign away their human rights! Each sexual act is a re-negotiation.
 - Children cannot be ethically considered to be able to “consent” to have sex. See the Resource sheet 3 for information on the age at which Cambodian Law recognises that a person is too young to consent to any kind of sexual act.
 - Sexual abuse covers many kinds of sexual acts – not only sexual intercourse between women and men. However a sexual act is only abusive if it happens with no voluntary consent (or if the person is too young to consent). For example if two adult men have anal sex that is not abusive. They both agree to this act. It is their free choice.
 6. Ask if anyone has any questions related to this session.
 7. Ask volunteers to say what they found most interesting in this session.
 8. End the session with a fun, energetic activity.

Resource Sheet 1

Session 8:
The Difference Between
Agreement & Abuse

Resource Sheet 1: The Difference Between Agreement & Abuse

SITUATIONS

1

A group of boys meet two girls making their way home from school. The boys whistle and make remarks to the girls about their bodies and wanting to have sex with them.

2

Some male friends go to a beer garden for some fun, they get drunk and one of them starts touching the beer sellers on their breasts and legs and making sexual remarks.

3

A group of boys at school have some pornographic magazines and for some fun they decide to show them to the girls in the class. The girls are very embarrassed but the boys continue and pretend to act out some of the pictures in front of the girls.

4

A 18 year old boy spies on his sister when she takes a shower and takes a photograph on his cell phone, which he later shows to his friends.

Resource Sheet 1

Session 8:
The Difference Between
Agreement & Abuse

SITUATIONS

5

A thirteen year old boy is at home when relatives come to visit, they tease him and make jokes about his penis and pull his trousers down to reveal his genitals. He gets upset and angry as he does not like this but the adults laugh about this and say it is just for fun and that they only do it because they love him.

6

A 14 year old girl is walking home one day and she meets her uncle who asks her to sit and talk a while. He offers her a cake and as he is talking, touches her on the top part of her thigh. He tells her she is very beautiful now that she is growing up.

7

A young girl and boy (both 18) have been in a relationship for some time; they agree to go to a guesthouse to have sex. Later when they arrive she says that she has changed her mind. He pushes her on the bed and forces her to have sex.

Resource Sheet 1

Session 8:
The Difference Between
Agreement & Abuse

SITUATIONS

8

It is late at night and a woman is walking by the side of the road. She is wearing a short skirt and modern clothes. A wealthy man sees her, he thinks she looks like a prostitute and stops his car. He offers to drive her home but instead takes her to a field and forces her to the ground. He hits her to make her lie still and then rapes her. Then he gives her some money and leaves.

9

Five students are very good friends. They decide to go out on a Friday night. One of them goes to pick up a prostitute and takes her back to a guesthouse where he tells her that he will pay her to have sex with him and another friend. She agrees and states the price. When she gets to the room there are six men there, she does not want to have sex with all of them but they threaten her that if she does not do so, they will beat her. Each of them has sex with her. At the end they pay her and leave.

10

A man is driving home. He sees a homeless boy by the side of the street. He gets out of his car and forces the boy into an alley where he makes the boy suck his penis. Before he leaves he gives the boy 5,000 riel.

SITUATIONS

11

A young woman aged 19 has started work in a factory. One of her bosses started to touch her and rub his body against hers when other people are not looking.

12

An 18 year old boy forces his neighbour's daughter to have sex when they are in the forest collecting food. She complains about this to her parents but he says he loves her.

13

A man and a woman agree to have sex. One week later the woman finds out that the man has a wife and wishes she had not had sex with him. She is very angry!

Resource Sheet 1

Session 8:
The Difference Between
Agreement & Abuse

SITUATIONS

14

A 14 year old boy is at home alone when a female neighbour asks for help repairing a broken bed at her house. After he has helped the woman she says she has a treat for him and touches his penis until he becomes sexually aroused. He feels confused – he is scared but also aroused. He is too scared to say no and the two have sex together. Afterwards he is more confused because he got some sexual pleasure from what happened.

15

A young man has recently married his sweetheart. They both find each other very attractive. In the first week they are married they have sex every night! On the eighth night the new wife says she does not want to have sex and will not allow her new husband to persuade her. He is very disappointed and angry and does not understand why she is refusing. He forces her to have sex. He says, “you’re my wife now. It’s a wife’s job to have sex with her husband when he wants”.

Resource Sheet 2: The Difference Between Agreement & Abuse

FACILITATORS' NOTES ON "SITUATIONS":

1. This is a form of sexual abuse because the girls do not agree or ask for this sexual attention. It is not acceptable to make sexual remarks in this way, even if you think it is for fun. This kind of thing makes women and girls feel very embarrassed and frightened. They are not having fun. It is called "sexual harassment." It stops girls from trusting or liking boys.
2. This is sexual abuse. The women have not agreed or asked for this attention. It may be disguised as fun and alcohol may be blamed - but no one has the right to touch another's body unless permission is given. The women are employed to serve drinks and will be afraid of losing their jobs if they complain about customers behaviour, so the men are using this threat to do as they like without consent.
3. This is a form of sexual abuse. The girls have not agreed to or asked to see this pornography. They show they are embarrassed but still the boys continue. Exposing other young people to pornography in this way is a form of sexual abuse/harassment.
4. This is sexual abuse. The girl has not agreed to her brother looking at her when she is naked, taking photos or showing them to others. The impact on the girl's feelings and relationships with other people will be very serious.
5. Any form of unwanted touching is sexual abuse, it should not matter that this is a boy, or they are his relatives saying that they are just having fun. Adults should not get their entertainment from this kind of thing.
6. This is a form of sexual abuse. The girl has not asked for or agreed to this man's sexual attention. She is also a child – too young to be able to "agree", too young for anyone to have sex with her. Her uncle is exploiting and abusing the fact that she trusts him because he is a relative. His behaviour is disguised as being friendly, but may lead to further more serious abuse.
7. This is serious sexual abuse. If one person forces another to have sex against their will, it is rape. You can ask the question, "are both people saying yes to sex at the moment they have sex?" In this story the answer is no. One person has changed their mind, the other person is forcing them, so it is rape.
8. This is serious sexual abuse -rape. The man wants to have sex. He does not find out whether the woman does. He lies about his intentions – saying he will drive her home. He forces her. The fact that he thinks she looks like a prostitute because she wears sexy clothes is irrelevant. If a man forces a prostitute to have sex without the prostitute's agreement that is also rape. The fact that he leaves some money for her is irrelevant as she has not consented to the act. Women are not giving men permission to have sex with them just because they wear sexy clothes.

Resource Sheet 2

Session 8:
The Difference Between
Agreement & Abuse

9. This is serious sexual abuse: The woman agreed to have sex with two men, not six. At the time she says she does not want to have sex with all of them. The only reason she has sex with them is because they are threatening her. It does not make a difference that she is a prostitute or that they pay her. She has a right to say no and not be forced. They deny this right and use force. The money they pay her is irrelevant as she has not agreed to six men having sex with her. This is rape.
10. This is serious sexual abuse. The boy does not agree to this act. The man forces him. Also the boy is under 15 so he is a child and therefore not old enough for adults to have sex with him (even if he did agree). Sometimes people think that boys can not be abused, or that boys always permit sex – they are never truly forced. This is not true. The fact that the man gave him 5,000 riel makes no difference. It is sexual abuse. (Session 9 focuses on the abuse of boys).
11. This is sexual abuse. The woman is not agreeing to have any kind of sexual contact with this man. Silence does not mean agreement. She may well be afraid of losing her job if she complains. The man is exploiting her situation and pressurising her.
12. This is serious sexual abuse – it is rape. The young woman did not agree to have sex. She was forced. The fact that the man says he loves her is irrelevant. In this situation she has had no choice. (It is also interesting to wonder if real “love” could motivate someone to hurt the person they say they love and use force against them. Love should lead to protection of the loved person and interest in what they want and feel).
13. This is not sexual abuse. Both partners agreed to have sex at the time of sex. The man is dishonest about having a wife. He has behaved badly but he has not used force or pressure. It is deception. It is not rape.
14. This is sexual abuse. He is a child under 15, so he is too young for adults to have sex with him. The boy is too scared to say no because the woman is older than him and more powerful than him and because he trusts her and he is immature and not able to assess the situation. The woman is exploiting his age and the fact that he knows and trusts her. Being too scared to say no is not the same as saying yes. He is confused because what happened made him feel some pleasure. This is common – feeling pleasure does not change the fact that what happened was sexual abuse.
15. This is rape. The wife does not agree with her husband to have sex and he forces her against her will. Marriage is not a contract in which women sign away their human rights – the husband has no “right” to have sex with his wife. The woman has ownership of her own body. Anyway if he talked to his new wife and listened to her feelings and reasons he might understand why she does not want to have sex and have empathy for that. If they talk about this sensitive subject together and if he cares about her, they will have a closer relationship and so the sex will be better! If the husband realises that sex can be for the enjoyment of both partners (not only his enjoyment) then he and his wife will have great sex and a close, loving relationship. Now he has broken her trust and may have destroyed his new marriage.

Resource Sheet 3: The Difference Between Agreement & Abuse

WHAT IS SEXUAL ABUSE?

- Sexual abuse is any sexual act that is done without the voluntary consent of one partner.
- “Voluntary consent” means genuine agreement to have sex. If someone consents to a sexual act because they have been threatened or forced then that agreement is not genuine and they have not voluntarily consented. The sexual act is abusive.
- Sexual abuse includes many kinds of sexual acts:
 - *Rape* - sexual intercourse without voluntary consent.
 - *Attempted rape*.
 - *Incest* - any sexual act that takes place between people who are closely related by blood e.g. fathers and daughters or sons, brothers and sisters, uncles and nieces or nephews.
 - *Indecent assault* - for example oral sex without voluntary consent.
 - *Sexual exploitation* - for example getting some benefit (e.g. money) from the selling of sex and other forms of sexual exploitation carried out without consent such as taking sexually arousing photographs of the person and selling them etc.
 - *Sexual harassment* - for example, asking for sex and touching someone with sexual intent when that person is not interested and is made uncomfortable and/or afraid by that behaviour or making unwelcome sexual comments and not stopping when you see the other person is not happy to respond etc
- The person who carries out the abusive sexual act is responsible for that act. It does not make any difference if that person is the victim’s sweetheart, friend, husband, father, uncle, boss, or person with high status.
- The person who did not give voluntary consent is the victim and is not responsible for the sexual act.

CHILDREN UNDER 15 YEARS OF AGE

- In most countries children are protected by law from sexual abuse. In Cambodia the Law on Suppression of Human Trafficking and Sexual Exploitation (2008) states that:
 - Article 42: Sexual Intercourse with a Minor under Fifteen Years:
a person who has sexual intercourse with another person of the age of less than fifteen years shall be punished with imprisonment from 5 to 10 years.
 - Article 43: Indecent Acts against a Minor under Fifteen Years:
‘indecent act’ in this law shall mean an act of touching or exposing the genitals or other sexual parts of another, or of having another touch the actor’s or a third person’s genitals or other sexual parts, with the intent to stimulate or satisfy the actor’s sexual desire.

Resource Sheet 3

Session 8:
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A person who commits an indecent act against another person of the age of less than 15 years shall be punished with imprisonment from 1 to 3 years and a fine from 2,000,000 to 6,000,000 riels.

- A person who repeatedly commits any offense stipulated in Article 42 or this article shall be punished with double the prison punishment.

- This means that a 14-year-old child is considered to be too young to decide to agree to have sex with an adult. For example if a 14-year-old girl or boy 'agrees' to have sex with someone aged 15 or older the law says that they have not genuinely 'agreed' and that the older person who has sex with them has in fact abused them. This is an ethical decision that society takes in order to protect children and young people because they are not yet mature enough to make adult decisions and protect themselves from.

Resource Sheet 4

Session 8:
The Difference Between
Agreement & Abuse

Resource Sheet 4: The Difference Between Agreement & Abuse

EXAMPLE SCORE SHEET

Statement B: Some male friends go to a beer garden for some fun. They get drunk and one of them starts touching the beer sellers on their breasts and legs and making sexual remarks.

IS THIS SEXUAL BEHAVIOUR OKAY OR NOT OKAY?

“0” is the lowest score. “10” is the highest score.

CRITERIA	SCORE (FOR GIRL/WOMAN OR BOY/MAN)	REASON FOR SCORE
1. AGREEMENT	0 5 10 ← →	
2. RESPECT	0 5 10 ← →	
3. LOVE	0 5 10 ← →	
4. HONOUR	0 5 10 ← →	
5. PLEASURE	0 5 10 ← →	

Session 9: It Happens To Boys Too

What is it?

A big group “agree” and “disagree” exercise to explore assumptions and facts about the sexual abuse of boys.

Why use it?

- To let participants know that sexual abuse happens to boys as well as girls.
- To give participants time to reflect on their own and their communities' assumptions about sexual abuse and sexual abuse of boys

Resources needed:

- Belief statements from Resource sheet 1
- Resource sheet 2 for the facilitator
- Enough copies of Resource sheet 3 to hand out to everyone.
- ‘Happy’ (agree), ‘Unhappy’ (disagree) and ‘Puzzled’ (not sure) big faces drawn on card or flipchart.
- Flip chart paper, marker pens, tape.

Time:

90 minutes.

Facilitators' notes:

- Facilitators need to prepare this session in advance so that you give participants time to carry out the survey (see step 1) before this session. Participants need to have at least one evening before the workshop to do the survey. Collecting and discussing the results of the survey with participants is a very effective way to introduce the topic of sexual abuse of boys in this session.
- You can combine session 4 of chapter 6 which includes a recording of an interview with a young man who previously suffered sexual abuse, with this session.
- If you think it is necessary, remind people about safety guidelines: trust, safety, respect and confidentiality.
- It is possible that some participants may have been sexually abused or know someone who has been sexually abused. Facilitators therefore need to be prepared to support any individual who becomes distressed during the workshop. Don't ignore someone who seems upset. Follow the safety guidelines in the toolkit introduction.
- Research in Cambodia shows that boys are also victims of serious sexual abuse, assault and exploitation. Unfortunately many people either believe that this abuse does not happen (or rarely happens) or that it is not very serious. See the report “It Happens To Boys” 2007 Hagar, WVC and SSC.

- It may be hard for people to believe the contents of this session, simply because they have never heard about the sexual abuse of boys before. This tool is designed to allow participants to express their existing views and doubts prior to facilitators sharing evidence about sexual abuse of boys from real life.

How to use it:

1. In preparation for this session and before this session, ask participants to carry out a small piece of research – a survey of knowledge and opinions.
 - Ask each participant to ask five people in their family and/or village the following questions: (i) do they think it is possible for boys to be sexually abused and (ii) if so, do they think it is a serious matter? The answers to both questions are either “yes” or “no”. They should note who they ask (age and sex) and the answers those people give them to both questions and report back at the beginning of this session about the sexual abuse of boys.
2. At the start of this session ask the group to share their findings from their survey
 - Draw a table on flip chart paper to collect and show the survey results.
 - Ask every participant to give their answers to both questions. Mark up each “yes” and “no” answer on your flip chart paper table.
 - Add up the total numbers for “yes” answers and “no” answers for each question and write the totals on the table.
3. Look at the scores and you should notice that high numbers of people do not believe it is possible for a boy to be sexually abused or that – if a boy is sexually abused - it is a serious matter.
 - Ask the group to think of reasons that people generally do not believe boys can be sexually abused and/or think it’s not very serious.
 - Answers could include these ideas below:
 - We do not hear much about it so we think it does not happen.
 - Boys do not have a vagina so how is it possible?
 - Boys are strong so that they can not be forced against their will – if sex takes place they must want it to happen.
 - Foreigners are the only people who abuse boys sexually in Cambodia..
 - Boys and men are only abusers not victims.
4. Explain that we are going to take part in an activity looking at beliefs and facts about the abuse of boys.
 - Place the three faces “Happy” (agree), “Unhappy” (disagree) and “Puzzled” (not sure) in three separate parts of the room and explain that you are going to read out some statements. After the group has heard each statement they are to stand next to the “face” that corresponds to their belief.
 - Select the statements you think will be most interesting to debate from resource sheet 1.

- Read the first statement.
 - When the group has made their decision ask people to explain why they made their choice.
 - Prompt debate by asking different sides what they think about each others' beliefs. Ask some probing questions yourself. Gently challenge assumptions.
 - Some ideas that might help in the debate are below. Also refer to resource sheet 2 for guidance.
 - Ask people to remember the criteria they have learned for sexual abuse: if there is no genuine consent then a sexual activity is abusive.
 - Sexual abuse is not only about intercourse, it is about any kind of sexual act.
 - Ask them to think about the *impact* on a person – boy or girl – of being forced or pressurised to have sex.
 - Ask what the impact is of being considered inferior because you have been abused. We know more now about how sexual abuse happens (force, threat, pressure and tricks). Is it fair to judge that a boy is “inferior” because he has been sexually abused? If boys and men know they will be treated as inferior by other people who do not understand their situation well then they will keep such abuse hidden and perpetrators will be safe to continue their abuse.
 - Sex between adult men is only sexual abuse if one of the partners has not genuinely agreed (the same as sex between adult men and women). Don't confuse MSM with sexual abuse!
 - Ask if anyone wants to change where they are standing. Ask the reasons they have changed their place.
 - Read out the next statement and repeat the process.
5. When you have finished this discussion bring the group back together to hear you read examples of stories and statements from Cambodian boys and young men. See resource sheet 3.
- Explain that in 2007 some people did research for three organisations that take care of children, into sexual abuse of boys in Cambodia. This is one young man's story.
 - Read the story expressively so that people can imagine it is that real young man talking about his experience.
 - Say this research talked to many boys and young men who have been sexually abused and who would like to have other people recognise their problem and to get them care and justice.
 - Hand out copies of the resource sheet 3 to everyone.
6. Ask the group what are the most important things they have learned in this session.
7. End the session with a fun and energetic activity.

Resource Sheet 1

Session 9:
It Happens To Boys Too

Resource Sheet 1: It Happens To Boys Too

COMMON BELIEFS

1. Sexual abuse of boys is rare in Cambodia, so it is not a serious problem.
2. Even if a boy is abused he can recover quickly because his reputation is not affected.
3. It is impossible for a boy to have sex if he does not want to.
4. Only foreign men abuse boys – it is not part of our culture so Cambodians do not abuse boys.
5. A man cannot have sex with a boy because neither has a vagina.
6. If a boy receives money from the person who abuses him it should not be considered as abuse.
7. It is impossible for a woman or a girl to abuse a boy.
8. If a boy is abused by a woman he is lucky that he can learn about sex at an early age.
9. Only street children and poor boys experience abuse.
10. If a boy does not fight off his attacker he is not a man. He is pathetic and inferior.

Resource Sheet 2: It Happens To Boys Too

RESPONSES TO COMMON BELIEFS

1. It is not rare. Nobody knows exactly how common it is because most boys and men are too scared and ashamed to talk about it. Nobody has done research to find out how often sexual abuse happens in Cambodia – for boys or girls. It is a very serious problem in all countries in the world, Cambodia is no different.
2. Many boys who have been abused say they cannot talk openly about sexual abuse. They believe other people will see them as inferior to other men. In this way their reputations are affected. Also like girls and women who are abused, they feel hurt, afraid, ashamed and sad. Losing virginity is only one of many reasons why sexual abuse is bad for girls. There are many other serious reasons and these are all the same for boys too.
3. Not true – all victims of abuse would choose not to be abused. Force, threats, tricks, enticements and pressure are often used. Often the victim feels scared. It is hard to protect yourself if you are scared. Most abusers know their victims so often they trick them into having sex. This makes it harder to prevent too.
4. Cambodians also abuse boys. Research shows i) some men have sex with men in Cambodia – the same as everywhere in the world. ii) Cambodian people also sometimes sexually abuse boys. Anyone can abuse boys, foreign or Cambodian, men and women. Sometimes boys are forced into having sex by other bigger, older children and young people.
5. There are lots of acts that a man can force a boy to do – abuse of boys includes touching, oral sex and anal sex (rape).
6. Not true – many abusers hide their abuse and make excuses for it by giving money and gifts to the boys they abuse. They think it makes it appear as if the boy agreed to have sex when he did not. Also adults should be punished for having sex with children under 18 - even if the child did agree and accept a gift - as children are held to be too young to make the decision to agree to sex.
7. Not true – it does happen, and can be easier if the woman is older and stronger and has the boy's trust and can influence him or make him scared.
8. Not true – abuse of a boy by a woman is not lucky at all. People think this because they think boys and men always want sex in any kind of situation. But no one wants sex they have not chosen to have and have no control over. Abuse of boys by anyone is serious.

Resource Sheet 2

Session 9:
It Happens To Boys Too

9. Any boy can be abused, rich or poor. Poorer children are at higher risk because they tend to be less protected by adults and by society, but it can and does happen to anyone.
10. Not true – most boys are too frightened to be able to fight off the attacker. It is more normal not to be able to fight. If we judge boys and men so harshly then they will never dare to talk about sexual abuse that happens to them and ask others for help. Then the abusers will be free to continue to hurt boys and there will be no protection for boys or justice.

Resource Sheet 3: It Happens To Boys Too

STATEMENTS & MESSAGES FROM BOYS ABOUT THE SEXUAL ABUSE THEY HAVE SUFFERED

This information comes from boys and young men interviewed in three Cambodian provinces in 2008. The research can be found in a report “I Thought It Could Never Happen To Boys.”¹³

A young man says

“When I was 15 years old I lived in the pagoda. One night when I was sleeping, there was a 23 year old man who caught and abused me [anal sex]. It was very painful and I think I had blood too ... he abused me twice but I dared not scream out because I was ashamed. After that I moved to another house where the monks lived. The person who abused me had a girlfriend already. When he abused me, the pain nearly made me pass out.

It causes shame to you ... You are a man, it’s not good to do it, you look down on yourself. I will hide the issue – not tell my mum, relatives or wife and children, when I have a wife. I will tell my son about this so that he will not take this as an example and prohibit him from doing it ... We males are like females, we have pain and shame, so why do people treat us like this? We may be different in terms of genitals, but we have the same mind! Being born as a male is very difficult: when you have problems, no one helps, and they help only girls.

When people started to know about this, it was so shaming. I couldn’t go out, I hid in my home. This became too overwhelming and I couldn’t cope any more, I had to leave home. I felt like I was a stranger to everyone. I had nightmares, in my dreams I saw the event vividly. I cannot forget this for the rest of my life. Most boys don’t know where to go for help and don’t even know they have a problem. Therefore they don’t seek help. Boys don’t dare or have the courage to tell anyone, even their own mothers, about the abuse. Boys can tell about the abuse only to someone who is trustworthy.”

CAMBODIAN BOYS’ MESSAGES FOR OTHERS

“Please do not humiliate or look down on boys who have experienced abuse – please encourage and console them!”

“**Villagers:** if you know about our issue, keep confidentiality for us so that when we grow up we can have a good future!”

¹³ “I Thought It Could Never Happen To Boys” 2008 by Alastair Hilton. Hagar, WVC & SSC.

Resource Sheet 3

Session 9:
It Happens To Boys Too

“After a boy is abused, don’t change your behaviour, treat him like normal! Don’t gossip about boys but console them, pay attention to them, care for them – don’t criticise but motivate them!”

“I want everybody to know that boys are being abused, please help and rescue them like you help girls!”

“Boys’ abuse is like girls’ abuse, it causes both physical and mental pain. Please do not think this kind of abuse is different from girls’.”

Session 10: Who Are The Abusers?

What is it?

A pair discussion followed by a big group discussion using a resource sheet.

Why use it?

- To introduce participants to basic facts about who sexually abuses others and how they do that. Young people in the focus group discussions that are the foundation to this toolkit stated that they needed to know more about who abuses children and young people and the kinds of “tricks” used to abuse them.
- To let participants know that the vast majority of sexual abusers are not strangers but men or boys already known to the victim.
- To continue to reinforce the idea that sexual abuse is any sexual act that happens without genuine consent.

Resources needed:

- A5 size coloured cards or paper for participants to write on.
- Enough copies of the resource sheet to hand out to everyone.
- Flip chart paper, marker pens, tape.

Time:

60 minutes.

Facilitators' notes:

- If you think it is necessary, remind people about safety guidelines: trust, safety, respect and confidentiality.
- It is possible that some participants may have been sexually abused or know someone who has been sexually abused. Facilitators therefore need to be prepared to support any individual who becomes distressed during the workshop. Don't ignore someone who seems upset. Follow the safety guidelines in the toolkit introduction.
- Prepare by reading the Resource sheet and discussing your own assumptions and ideas about sexual abuse with colleagues and friends first. You could also read reports and research about sexual abuse e.g. the LICADHO report on rape in Cambodia (2004), data on violence against women and children collected from newspapers by the Legal and Information Departments of the Ministry of Women's Affairs or search on the web.
- It is important to emphasise very clearly that people's beliefs about who might sexually abuse others are often very mistaken. People tend to think that only strangers or people who are known to be “bad” will sexually abuse others. Research shows these beliefs are mistaken, as 80 - 90% of

victims who report sexual abuse say they already knew their abuser before the abuse happened. So ensure that if participants believe that strangers, foreign tourists, criminals or homeless people or any other such category are the only people likely to be responsible for sexually abusing others you tell them that is not so. In fact sexual violence is carried out mostly by men and boys who can come from ANY social class, nationality or group.

How to use it:

1. Explain to the group that in order to understand more about sexual relationships and about the serious topic of sexual abuse we will spend some time thinking about who the people are who sexually abuse others.
 - Split the group into same-sex pairs.
 - Handout A4 or A5 sized coloured paper or cards to each pair.
 - Ask and write up the question: 'What kind of person do you think might sexually abuse others?'
 - Ask each pair to draw or write the answer to that question on the coloured cards – one idea per card.

2. When people have finished, ask the pairs to place their cards on the board under the written question.
 - Ask them to place their cards on the board one by one, each pair taking it in turns to place a card on the board. If people have had the same ideas then place these cards on top of each other.
 - As they place their cards on the board read their answers aloud.
 - Encourage participants to ask questions about other people's ideas about who could be an abuser in order to clarify ideas.
 - Promote discussion by asking the group:
 - If there is anything they notice about the list of people who could be abusers?
 - If there is anything missing from the list?
 - Make sure that any important kinds of people missing are added to the list. Use the resource sheet to guide you. Gently question and challenge any assumptions that only strangers or people who are not Cambodian or people who are poor and uneducated abuse others sexually. Say that there is no evidence at all that such beliefs are true.
 - Ask how participants feel about the list they have created now. Is it different from what they expected? Or the same?
 - Make the points that:
 - Though many people think we only have to be careful about strangers, research from all over the world and Cambodia shows that in most cases of sexual abuse and rape, the abuser is known to the person. (Over 80%).

- In general it is men who sexually abuse women, girls, boys and other men. (It is possible for women to sexually abuse others, but far less common).
 - Hand out the resource sheet and read through it with the group.
 - Ask how people feel about this information. What do they think now? How can this information make a difference to their lives? If a friend was abused now by someone they know how would you respond?
3. Complete the session with an energetic and fun activity.

Resource Sheet

Session 10:
Who Are The Abusers?

Resource Sheet: Who Are The Abusers?

People often think that strangers are the most likely people to sexually abuse and rape young people. Although this is true in some cases, the vast majority of victims - 80% to 90% - are abused by people known to them. One organisation which helps adults and children who have been sexually abused in Cambodia reports that 90% of the abusers that victims reported to them were already known to the victim before the abuse happened (SSC, Sexual Assault Centre Kandal, 2008).

These abusers are:

- Adults and young people.
- Abusers are mostly men. However women do sometimes sexually abuse others.
- Close family members such as fathers, step fathers, uncles, god fathers, siblings, grandfathers, etc.
- Husbands and sweethearts.
- Extended family (uncles, grandparents).
- Family friends and neighbours.
- People in positions of power and trust (employers, police officers, local authorities, teachers, monks, healers).
- Colleagues and friends.

The truth is that abuse and rape are carried out by ordinary people. You cannot tell by looking at a person if they are likely to be an abuser. Perpetrators of sexual abuse can come from all nations, all cultures and all social classes.

WHERE DOES ABUSE & RAPE TAKE PLACE?

Abuse and rape can take place anywhere, but because the victim often knows the person who abuses them, it could be the home, school, workplace or another place familiar to them.

WHAT DO ABUSERS DO?

Abusers have sex with other people or commit sexual abuse without seeking the other person's genuine agreement.

They use many methods, for example:

- Physical violence.
- Make threats e.g., "if you don't do this you will lose your job ... I will hurt you ... I will hurt someone else you love ... I am your father/husband and can do what I like with you etc."

Resource Sheet

Session 10:
Who Are The Abusers?

- Drug people, so they have no choice because they are unconscious.
- Harass e.g. pay attention, touch, make comments that are sexual when it is clear that the person they do this to is not welcoming these attentions.
- Trick others: this is a strategy that abusers use with children and young people often. The sexual abuser will make friends and show interest in the child/young person. This disguises their true intentions. Abuse is often disguised as normal and acceptable behaviour, such as:
 - Paying attention to someone – making them feel special.
 - Building trust.
 - Giving gifts, money or food to the child or child's parents. In this latter case the parents are then guilty of sexually exploiting their child.
 - Promises of love.
 - Promises of well paid jobs in other places.
 - Pressure e.g., "I will not love you if you do not do as I ask".
 - Creating friendships with parents so that they can have access to children and young people and ensuring that the child will not be believed if they tell about abuse.
 - Some abusers use drugs or alcohol to lower the resistance of the victim.

It is important to remember that **most people do not want to hurt other people in a sexual way**. However it is important to know the facts. True knowledge helps you protect yourself. True knowledge helps you support victims because you know how abuse can happen and you can believe what a victim tells you.

Session 11: Impact Of Sexual Abuse

What is it?

Small groups use case studies and drawn outlines of the human body to imagine, list and draw the impacts of sexual violence on the victim and his or her life. This is followed by a facilitated big group discussion and summary with the distribution of a handout.

Why use it?

- To help participants understand about the very serious long term impacts of sexual violence on victims: on their mental and emotional life, on their physical health, on their relationships with family and community, on their lives now and their plans for the future and on their ability to manage their own lives freely.
- To demonstrate that often other people's negative attitudes and reactions to the victims of sexual violence cause additional suffering and add to the impact of that violence on victim's lives instead of helping the victim recover.
- To prepare participants for the following session on what kind of attitudes and reactions from friends and relatives would best take care of victims.



Resources needed:

- Enough case studies from resource sheet 1 to hand out to small groups. Or write the case studies up on flip chart paper.
- Enough copies of resource sheet 2 for everyone.
- Flip chart paper, various coloured marker pens, tape.

Time:

90 minutes.

Facilitators' notes:

- In this session the focus is on the most serious kinds of sexual abuse. So we refer to "sexual violence".
- As most sexual abusers are already known by the victim (see session 10 'Who Are The Abusers?'), the case studies for this session focus on the impact to victims who know their abuser.
- If you think it is necessary, remind people about safety guidelines: trust, safety, respect and confidentiality.

- It is possible that some participants may have been sexually abused or know someone who has been sexually abused. Facilitators therefore need to be prepared to support any individual who seems to be distressed. Don't ignore someone who seems upset. Follow the safety guidelines in the toolkit introduction.
- Prepare by reading the resource sheets. Practice writing out all the impacts you can imagine for the victim in each case study – or better, do this with colleagues – so that you know what you want participants to discover about the impact of sexual violence from the case studies.
- In step 4, facilitators are asked to decide whether to put participants into mixed or single sex small groups. You can assess the benefits and disadvantages of both. Single sex groups are good if girls still feel they need to be with girls to speak out. However if the girls are confident and speak out when boys are present then mixed sex groups are good as both sexes can learn from each others' points of view.
- This session is strongly linked to other sessions in this chapter. For example:
 - In order to understand how a victim is affected by sexual violence, we need to be clear that this is sex or sexual abuse that happens against her or his will. It is sex without agreement – see session 8: the difference between agreement and abuse.
 - In order to understand how a majority of victims' lives are affected by sexual violence, we need to be clear that the abuser is often someone the victim knows – see session 10: who are the abusers?
- This session is necessary for participants to understand following sessions on how to help people who have been sexually abused.
- The facilitator must always emphasise that sexual violence – like domestic violence – is not the fault of the victim and that the abuser is responsible for the violence and its impact.

How to use it:

1. Explain that in this session we will think about the impact of sexual abuse – what consequences sexual abuse has for victims and for families and for society.
2. Ask participants to close their eyes for a few minutes in order to imagine, “how would you **feel** if sexual violence happened to you or if it happened to your close friend or relative?”
 - The facilitator needs to be serious about this request as participants tend to feel a bit uncomfortable at first and may laugh and chat. If you are serious, acknowledge their discomfort but do not join in with the laughter and ask people to be quiet and concentrate, then people will be able to close their eyes and quietly imagine the situation as you ask.

3. Then collect participants' ideas and note down the main ideas on the flip chart paper. They may say things like:
 - Fear, panic, shame, disgust with self and with others, self-blame and self-recrimination. "If I hadn't gone to that party". "If I hadn't married him ..." etc., hopelessness.
 - Make sure all the feelings listed above are included and prompt for those feelings if people haven't thought of them yet.
 - Sum up the main feelings listed and explain that this is how victims feel. It's normal. It shows that victims need support and help from friends and family.
 - Ask participants how spending time thinking about the feelings of someone who has suffered sexual violence might be useful? Note the main points of what people say up on the white board. People might say things like:
 - If we can imagine our own feelings in that situation then we can start to know what someone really in that situation might feel.
 - We can start to understand their point of view.
 - If we don't put our feelings in that situation we might think sexual violence is just normal – no big problem.
 - If we don't put our feelings in that situation we might just blame people or criticise unfairly.
 - Empathy can help us be more sensitive to people who are victims and take sexual violence more seriously.
 - Confirm all the ideas participants raise connected to empathy.

4. Explain that participants will now work in small groups to learn more about the impact of sexual abuse. They will use some case studies to do that (see resource sheet 1).
 - Check that participants understand the meaning of "impact".
 - Explain that participants can write and draw their ideas about the consequences of suffering sexual violence on drawings of a human body outline. Each small group will draw a simple outline of a human body on flip chart paper at least the size of one sheet of flip chart paper. The facilitator can draw a basic human body shape on the whiteboard to demonstrate. It should be unisex as victims can be boys/men as well as girls/women.
 - Ask if participants have ideas about what *kinds* of consequences victims will suffer, for example: physical consequences, health, how their thinking, feelings and behaviour is affected (how they change from what they were like before), family relationships, relationships with the community and society, their future plans, where they live and what they do, economic future ... Write some of these categories up on the whiteboard for people to refer to when they are in small groups.
 - Ask for ideas about how and where participants could show these impacts on the drawings of body outlines. For example "feelings" could be shown around the heart and changed relationships could be shown floating around

the outside of the body. They could use different colours for different kinds of impact.

- Split participants into small groups. Decide which is best for this group of participants, single sex or mixed groups.
- Hand out the case studies. Decide to give one or two case studies to each small group (give two if people read quickly). Explain that the case studies are based on real experiences but the names are made up to keep confidentiality. Explain that the case studies should help participants imagine being the victim in a real situation. If they have any questions after they have read their case study, then be sure to ask the facilitator.
- Provide flip chart paper and different coloured marker pens enough for everyone in the group to have at least one pen.
- Give participants 20-30 minutes.
- Help groups as they work by prompting them to think deeply about the case study. Ask them questions to help them clarify their ideas. Prompt people to think:
 - How they – the victim - feels now about the abuser? All the abusers are known to the victims and have important roles in the victims' lives. How does the sexual violence affect these relationships and the victim's life?
 - How do they feel about themselves?
 - How are their relationships to other people (e.g. parents) altered?
 - How do they feel about other people's reactions or what they imagine the other people's reactions would be? For example, "Sophiny" does not even dare tell her mum about the abuse.
 - Do other people help or hinder? What is the impact of other people's reactions on the victim?

5. When the small groups have finished ask them to stick their pictures up and ask everyone else to look at and read each other's pictures

- Choose the picture with the most variety and most accurate ideas about the impact and consequences of sexual abuse and ask the small group to present it. Ask others to add anything they thought about that is missing.
- Prompt debate. Use some of the questions suggested above in step 4 if they are useful. Make sure that participants' discussions include the following ideas:
 - **Fear & loss of safety:** normally from day to day we do not feel scared all the time. If someone has had the power to hurt us badly then we realise we are not safe from harm. Many victims continue to be at risk from the abuser. Sexual violence can make us lose the ordinary, every-day security we normally have but are not aware of.
 - **Broken trust:** if people close to us can betray our trust and hurt us and use us for their own sexual purposes then it will be hard to ever trust other human beings again.

- **Shame & disgust.**
 - **Self-blame:** it is not the victim's fault. However many victims feel like they should have done something to avoid sexual violence. In fact the only person/people who holds responsibility is the person who acted violently.
 - **Isolation:** often victims correctly imagine that other people (even parents and friends) will blame them for the abuse happening. Or they are afraid that if they speak out about the violence then terrible conflict will happen in their family or community. So they remain silent and the abuser can continue. The victim is alone with a terrible problem.
 - **Disempowerment:** victims often feel they cannot protect themselves and manage their lives effectively anymore. The abuser has used them and other people make the situation worse not better. They become powerless.
 - Ask participants: in all the case studies the victims think that other people – even their own mothers – will not believe them or will blame them rather than support them: do you think those reactions are likely? Why do people react like that? How do those negative reactions affect someone who has just suffered sexual violence?
 - Often people think that a respectable man (shop owner case study 4) or a brother would not use sexual violence. In fact 80 - 90% of victims already know their abuser.
 - Often people think that if the girl or boy spent any time at all with the abuser then they must have agreed to the sex. In fact there is a big difference between being someone's friend and agreeing to have sex with them (case study 2 and case study 3). The abusers exploit the friendship and betray it by using pressure and force.
 - Often a victim suffers even more after the sexual violence because other people tend to not believe them or blame them rather than support and protect them.
 - All these consequences of sexual violence will not be finished soon and are not easy to forget.
 - Add participants' new ideas to the drawing.
6. Summarise the main points about the impact of sexual violence on the victim, the relationships they have with their family and others and their future briefly (see step 5 above).
- Hand out resource sheet 2. Let people read it and ask any questions.
 - Ask volunteers to say briefly what they found most interesting in this session.
 - Keep the small groups' drawings – especially the one used to add extra ideas during the big group discussion – to help recap and remind people about the affects of sexual violence in later sessions.

Resource Sheet 1

Session 11:
Impact Of Sexual Abuse

Resource Sheet 1: Impact Of Sexual Abuse

CASE STUDIES

CASE 1 - SOPHINY'S STORY:

"I was living with my mum, off and on. But my older brothers started abusing me when I was about 14 years old. My brother said "Can I come to your room?" He said he was going to help me learn my history lesson for school next day and I thought he would really help me. But he would come in and abuse me and the other brother just stood at the door to make sure no one was coming. Just three days later he did it again. And I never said anything to my mum. I expected she wouldn't believe me. After a while I couldn't bear it anymore and I ran away." (Quote from "Putting Children In The Centre: A Child Friendly Response To Sexual Abuse Of Children". 2008, World Vision International).

CASE 2 – THE MAN PRETENDING TO BE FRIENDLY:

"The man came to meet me and four or five of my friends. We went together to eat corn and drink coke ... He pointed at me and told me that we should go and watch a film at his house, but I didn't dare to go with him alone, so I asked my friend to go with me. He showed a Thai film, *The Boxer* [a very popular film] and we watched cartoons and he gave me bread to eat and then he raped me. When he abused me my heart banged in my chest, I was so ashamed and scared of being asked to take my clothes off ... I was forced to stay alone in a room with one door to get out. The door was locked and I was unable to run away. I had to sit silently feeling sorrow, crying and being afraid that my mum would find out and beat me." (Quoted from "I Thought It Could Never Happen To Boys". 2008, Hagar, WVC, SSC by Alastair Hilton).

CASE 3 – CHANTHA’S BOYFRIEND:

“I was studying at one high school outside Phnom Penh. I got to know a boy who studied at the same school with me. After a few months we had become close friends. One day he asked me to join his friend’s birthday party at a karaoke club. There he asked me to drink alcohol by persuading me, “don’t worry ... you’re not gonna get drunk with just one glass ...” After drinking a lot I felt very unwell. I couldn’t control myself. I fell asleep. Then I became unconscious. As soon as I woke up, I knew that I had been raped at a guest house. This made me so sad, ashamed and afraid to tell others. I thought they’d say I agreed to have sex with him”.

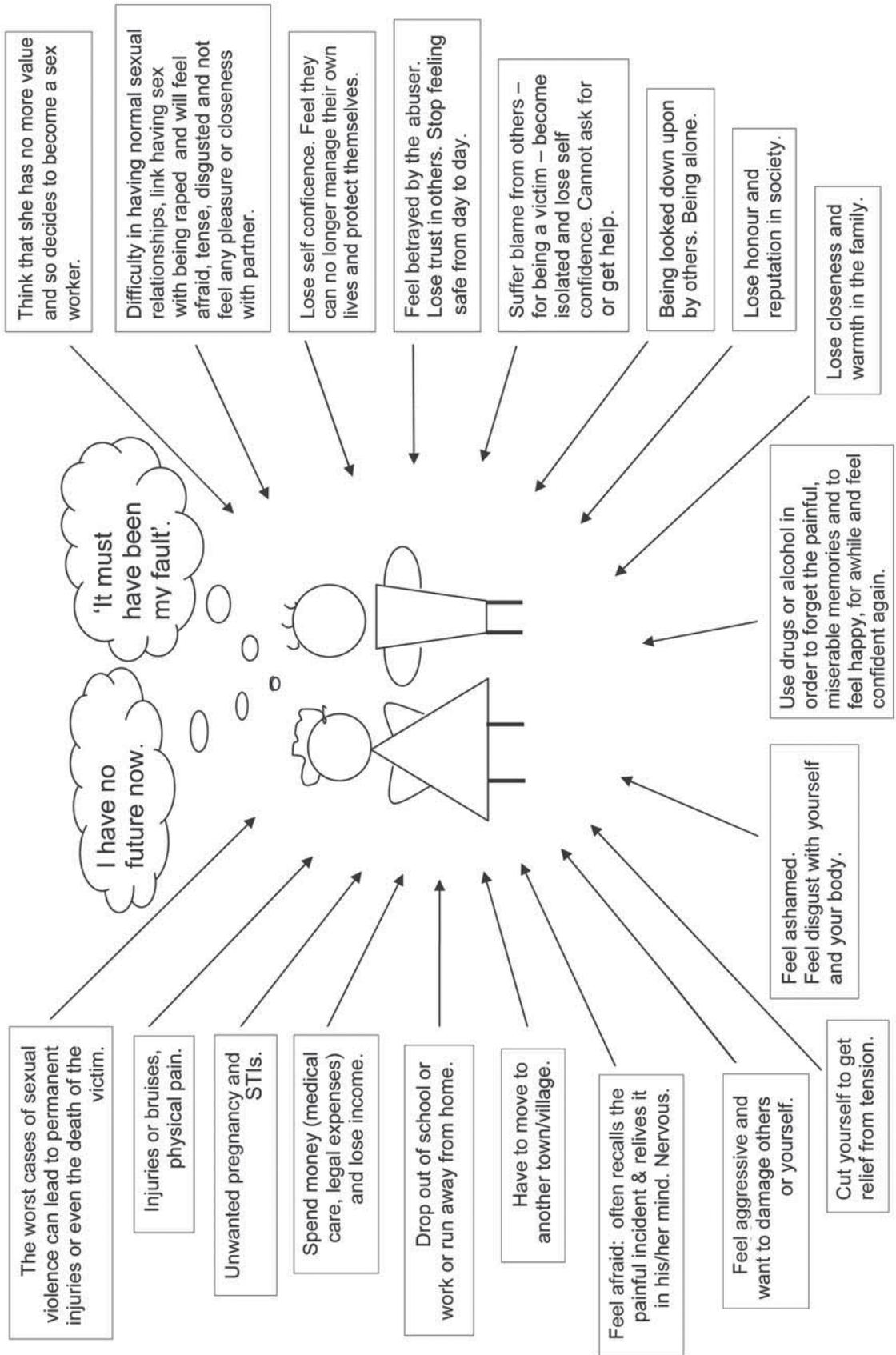
CASE 4 – THEA’S STORY:

“I got quite a good job helping out at the shop that sells furniture at the back of our house. My family really needed the money. We had known the owner all our lives and called him “Uncle.” He’s very well respected in our village – a good businessman. He started paying me lots of attention saying how pretty I am now – it was nice. No one usually says anything nice to me. But then he started pressing up against me when no one else was looking and I felt terrible. I couldn’t believe he’d do that. I asked him not to. I was very scared of losing my job if I complained. Then one day he waited until everyone else was gone and caught me in the back room and raped me. Whatever I decide to do now my life looks dark. I think other people will say it was my fault! I want to leave, but can I?”

Resource Sheet 2

Session 11:
Impact Of Sexual Abuse

Resource Sheet 2: Impact Of Sexual Abuse



Session 12: Sexual Violence & Daily Life

What is it?

Participants reflect on their own and then in small mixed groups to consider how sexual abuse affects their daily lives.

Why use it?

- To give participants an opportunity to explore ways in which sexual violence affects their daily lives.
- To realise how girls and women suffer serious gender inequality around sexual violence: every woman's life is affected by her awareness of the risks she faces of sexual violence. Men rarely perceive themselves as threatened by sexual violence.
- To show that impacts of sexual violence affect the whole of society not only the individuals who act as abusers and the individuals who become their victims. Sexual violence affects all men's and women's relationships with each other.
- To prepare for a later session in which participants consider how men and boys can take responsibility for taking action against sexual violence.

Resources needed:

- Flip chart paper, marker pens, tape.

Time:

60 minutes.

Facilitators' notes:

- This session can only work well if it follows all the other sessions on gender (in previous chapters) and on sexual relationships and sexual abuse in this chapter.
- This session can bring up strong feelings and disagreements. It may remind people of experiences as victims or as a person who has abused others. They may never have shared those experiences before. It may provoke strong emotions, which may include sadness, anger, shame and denial. It is normal to have these kinds of feelings. So facilitators should prepare thoroughly for this session, follow the safety guidelines in the toolkit introduction and show empathy for every participant's point of view. For example, if some people deny the seriousness of the way sexual violence affects women's and girls' lives you can help them think more deeply about the reasons for their denial. Also acknowledge that most men do not intend to hurt girls and women and care very much about their mothers, sisters, girlfriends and wives. See the section on "Working With Boys & Men" in the toolkit introduction.

- This session links with previous discussions about gender roles and gender inequalities. Sexual violence creates one of the most serious of gender inequalities.

How to use it:

1. Explain that in this session participants are going to think about how sexual violence affects all of us in society even if we never become a victim ourselves or know a victim well.
2. Ask the participants to shut their eyes, stop chatting with others for a few minutes and think about the following question, by themselves and in silence: *what do you do on a daily basis to protect yourself from sexual violence?*
 - Say that it's okay if you do many things to protect yourself from sexual abuse and its okay if you do nothing and anything in between is okay too.
 - Let people think quietly for a while.
 - Write the question on the whiteboard.
3. First ask the boys in the group to share their answers to the question. Write up all the main points under a heading "boys" under the question already written on the whiteboard. It is likely that very few if any will identify doing anything to protect themselves.
4. Then ask the girls in the group to share their answers to the question. Write up all the main points under a heading "girls" under the question already written on the whiteboard.
 - Read through both lists. Ask if girls remember anything else they do to protect themselves and be safe. Examples might include: going home before it is dark; never going out alone; not going to places where people eat, drink and dance because of the behaviour of men in those places; never going to new places or not going to new places on their own; covering their bodies in a way men do not have to do; having to be suspicious and watch out for men they do not know; not speaking out about some things some boys and men do and say that make them feel uncomfortable; avoiding groups of boys or men etc.
5. Ask what people notice about the difference between the two lists – one for boys and one for girls.
6. Divide the participants into small groups of four with two girls and two boys in each group. Tell each pair to ask each other the following question: *what does it feel like to hear all the ways that women and girls limit their lives because of their fear, knowledge and experience of men's violence?*

7. After each group has finished discussing, bring all the participants back together.
 - Ask some of the pairs to share their answers and their feelings.
 - Ask boys and ask girls: how much did you *already know* about the way that the threat of sexual violence affects women's lives?
 - Ask boys and ask girls: what *new things* did you learn about the impact of sexual violence (or the threat of sexual violence) on the lives of girls and women?
 - What does all that make you think or feel?
 - What might boys do differently as a result of this discussion? What might girls do differently as a result of this discussion?

8. At the end, summarise what people have discovered about the impact of sexual violence and the threat of sexual violence on girls and women.
 - Say that men's sexual (and other) violence against women and girls creates an environment where women and girls feel they must be satisfied with far less freedom than men and limit their activities and relationships. It can make women feel as if they do not control their own lives and bodies. It is an example of a very serious gender inequality.¹⁴
 - Make a note of any positive ideas raised in the discussion about what to change as a result of this discussion. These may be useful in the following session.

9. End the session with an energetic, fun activity.

¹⁴ This exercise has been adapted from one originally featured in "Keep The Best, Change The Rest". Participatory tools for working with communities on gender & sexuality. International HIV/AIDS Alliance, 2007.

Session 13: What Do Survivors Need From Us?



What is it?

A big group discussion linking session 11 on the impact of sexual abuse to this session, followed by pair work and more big group discussion on how to respond to victims of sexual violence.

Why use it?

- To identify what needs victims of sexual violence have. To link the different impacts of sexual violence that victims suffer to the needs they have.
- To identify what young people can do to support friends who suffer sexual violence.
- To give participants an opportunity to think how they can change common social reactions to sexual violence.

Resources needed:

- Resource sheet 1 'What Do Survivors Need From Us' for everyone.
- Copies of the information sheet from chapter 3 session 10 "Protecting Yourself & Getting Help" for everyone.
- Resource sheet 2 copied for everyone.
- Flip chart paper, marker pens, tape.

Time:

90 minutes.

Facilitators' notes:

- If you think it is necessary, remind people about safety guidelines: trust, safety, respect and confidentiality.
- In this session we do not talk openly about the possibility that someone in the workshop might have suffered sexual violence. Instead we talk about participant's friends who might have been abused. In fact the information provided in the session could help someone who has been abused as well as help someone take care of a friend who has been abused.
- Facilitators need to be prepared to support any individual who seems to be distressed. Don't ignore someone who seems upset. Follow the safety guidelines in the toolkit introduction.

- One of the difficulties with trying to help victims is that people often think they know what victims need, but very rarely ask them or have the chance to find out. This often results in the victim's needs being unmet. So it is very important to show participants that empathy and careful listening rather than advice and discrimination are what victim's need.
- Information sheet "Protecting Yourself & Getting Help": in order to follow ethical practice when we raise the topic of sexual violence with young people, we must also provide access to agencies that could help anyone who is a victim of sexual violence. It is very important that the facilitators provide up to date, correct and useful information in this information sheet. Facilitators need to prepare the information sheet well before the session. It should be updated and adapted to your group of participants. See "How To Update & Adapt The Information Sheet" resource sheet 4 from session 10 of chapter 3 and the information sheet itself.
- Link this session to previous chapters and sessions.
 - i) See chapter 1, session 2 "Trust & Safety" and session 9 "Learning How To Listen".
 - ii) See the information sheet from chapter 3 session 10 "Protecting Yourself & Getting Help".
 - iii) See this chapter's sessions 11 and 12 which build up participants' understanding of how sexual violence affects victims and society in general. This session 13 is built directly on the work of session 11.

How to use it:

1. Write up on the whiteboard "what do the victims of sexual violence need from us?"
 - Explain that in this session participants will work out ways they can help if someone they know suffers sexual violence.
2. Ask participants to recall the main impacts on someone who has suffered sexual violence.
 - Use the "body outline" drawings that small groups produced to show impact of sexual violence from session 11.
 - If the session was very recent then do a very short recap.
 - If the session was a day, a week or a month ago then spend more time helping participants recall more detail about what they discovered about the affects of sexual violence in session 11.
 - Make sure that the following points are recalled: fear and loss of safety, broken trust, shame and disgust, self-blame, isolation, disempowerment, the fact that often a victim suffers even more after the sexual violence because of the negative reactions of other people (disbelief and blame). The affects on a person's life can be serious and long-term and not possible to forget.
 - Summarise the main impacts briefly and clearly.

3. Ask participants: what do victims who feel like this **need** from their friends and family? What do they need friends and family to do and not to do?
 - Brainstorm. Note down everyone's ideas.
 - Ask people to use empathy: what would they need if it happened to them?
 - Put the participants' ideas into two columns 1) "Do This" and 2) "Don't Do This".
 - Examples are:
 - 1) Do this: believe that sexual violence happened; listen carefully, empathise, stay friendly, keep confidentiality, be trustworthy (see chapter 1, session 2 "Trust & Safety" and session 9 "Learning How To Listen" resource sheets), help them make plans about what to do, how to find a safe place, find help from somewhere else e.g. a family member who is kind and trustworthy, village chief, an organisation.(See the information sheet from chapter 3 session 10 "Protecting Yourself & Getting Help").
 - 2) Don't do this: blame, judge, criticise, look down on them, stare, mock, tell them it wasn't so serious really, push them to take actions they don't want to take or are not sure about yet e.g. "you must tell the police" or "you mustn't tell your dad".
4. Explain that the next step of the session is to consider in more detail what kind of thing is helpful to say to someone who has been sexually abused and what is not helpful and why, in pairs.
 - Hand out copies of the resource sheet "Responses To A Victim of Sexual Violence" that does not already show the correct answers, to everyone. Also write up the "responses" on flip chart paper for everyone to see.
 - Put people into pairs to discuss and decide for each response whether it is helpful or not and why they think that.
 - Remind them to think about the impacts they have recently discussed and the kinds of support victims need and do not need written already up on flip chart paper.
 - Give them 20-30 minutes.
 - Help pairs by prompting and helping them link to their recent work on how someone feels when they have suffered sexual violence and what that person needs.
5. Go through each "response" discussing why it is helpful or not.
 - The discussion about "why" is most important in order to promote learning for the participants. Just knowing which answer is correct is not useful without discussion first.
 - Link each response to: i) how the victim feels (impact of sexual violence) and ii) what they need. Reminders of impacts and needs are on flip chart paper already.

- Ask people if they have any ideas why people do the kind of response that is not helpful. These are common ways of responding but not helpful for victims. So why do people do that? Some answers might be:
 - People don't know how victims feel and what they need.
 - People don't know about sexual violence. They don't know it's really something outside the victim's control and agreement.
 - Sometimes they confuse real sexual violence with sex that people have which goes against tradition like a girl having voluntary sex because she wants to before she is married.
 - People are concerned to stop conflict emerging by accusing the abuser, who might be a member of their family or in their village or well-respected or powerful. So they sacrifice victims and justice.
 - Facilitators refer to the resource sheet which already shows correct answers.
 - Ask people to summarise what kind of responses and actions are helpful and which are not. Should they add anything to the "Do This" and "Don't Do This" lists (from step 3 above).
 - Hand out the information sheet "Protecting Yourself & Getting Help". Read through it and answer any questions.
 - Hand out the resource sheet 2.
- 6.** Ask the group if they have any questions related to this exercise.
- 7.** Finish the session by asking participants how they think they can make a difference in connection to sexual violence in their communities.
- Summarise by saying that:
 - If we can meet victims' needs we will help them very much.
 - Also we can change society's attitudes (not believing children, young people and others who suffer sexual violence or blaming them) by having different attitudes and behaviour ourselves.

Resource Sheet 1

Session 13:
What Do Survivors
Need From Us?

Resource Sheet 1: What Do Survivors Need From Us?

RESPONSES TO A VICTIM OF SEXUAL VIOLENCE

What kind of attitudes and behaviour should we have with people who have suffered sexual violence? How should we help them?

Assess these responses to a friend who has told you they have suffered sexual violence. Assess how helpful each response is for the victim. How would you feel if someone said that to you?

	Response	Helpful	Not Helpful
1	"How do you feel about it now?"	x	
2	"That's disgusting to have sex before you married. You know girls are "like cloth" ..."		x
3	"But you're male! How could that happen to you?"		x
4	"Why did you go out with him (the abuser) by yourself? Why did you let him do it?"		x
5	"I'll listen if you want to tell me what happened."	x	
6	"You mustn't tell your mum. She'll be very angry."		x
7	"Do you have people who would support you?"	x	
8	"Do you think your mum would support you?"	x	
9	"Stop crying!"		x
10	"It's not your fault. I'm sorry that happened to you."		x
11	"Do you think you are not safe still? What do you think you need to make you feel safe?"	x	
12	Show them the leaflet on "How To Protect Yourself" you got from the toolkit workshops. Read through it together. Say "I'll go with you your friend first, without his/her agreement.	x	
13	You decide to go to the police/village chief/your friend's mum to tell them what happened without discussing it with your friend first, without his/her agreement.		x
14	You are patient and willing to listen and discuss about the problem over a long period of time as your friend feels increasingly able to talk and think and trust you.	x	

Resource Sheet 2

Session 13:
What Do Survivors
Need From Us?

Resource Sheet 2: What Do Survivors Need From Us?

HOW TO HELP: WHAT TO DO & WHAT NOT TO DO

WHAT TO DO TO HELP

- **Carry on being friends.**
- **Treat them with understanding and respect.**
- **Tell them you are there if they want to talk.**
- **Listen to them carefully and believe their story.**
- **Encourage them to talk about their feelings. Many people feel unloved, dirty and angry after they have been abused or raped. Talking about feelings can help people get better.**
- **Reassure them its not their fault. It is the abuser's fault.**
- **Give them time to think and do not rush them or force them to make decisions.**
- **Ask them what they need to feel okay and to be safe.**
- **Help them contact NGOs, authorities or individuals who can help, if they want you to and if you can, e.g. a helpline, safe shelter, trusted family member or medical staff (so that they can get treatment for any injuries and/or drugs to prevent pregnancy and/or an authorised doctor to give a medical examination which will provide evidence to a court that s/he was raped).**
- **Keep confidentiality.**

DON'T DO THESE THINGS!

- **Do not disbelieve them if they say they have been sexually abused.** People rarely lie about this when it happens to them. In fact usually people keep it secret.
- **Do not blame them.** No one wants to be sexually abused!
- **Do not tell them to stop crying.** People need to cry. It helps us release tension and makes them feel better.
- **Do not laugh at or mock them or make jokes about their situation.**
- **If it's a boy don't say it's not possible or it's not serious like it is for a girl.**
- **Do not make the person feel as if they have less value.**
- **Do not take action or make decisions for them without discussing with them first.** Only take action with their agreement.
- **Don't gossip!**

Session 14: Men & Boys Take Action Against Sexual Violence

What is it?

Small groups answer questions about situations where men defend sexual violence. This is followed by big group's creation of a list of ways to take action against sexual violence followed by small groups creating role-plays to explore ways for boys to resist peer pressure.

Why use it?

- To give opportunities to participants to reflect on and understand many common beliefs that are used to justify men's sexual violence against girls and women.
- To give opportunities to boys to consider what they could do in certain situations as an alternative to sexual violence.
- To work out ways then boys can resist peer pressure that sometimes encourages sexual violence.
- To build up the idea that boys and men can take honourable action against sexual violence.

Resources Needed:

- Copies of the "situations" from resource sheet 1 for small groups to discuss.
- Copies of resource sheet 2 for everyone.
- Flip chart paper, marker pens, tape.

Time:

90 minutes.

Facilitators' notes:

- If you think it is necessary, remind people about safety guidelines: trust, safety, respect and confidentiality.
- Our research prior to developing this toolkit showed that women and girls of all ages often take action to adapt their lives on a daily basis in order to protect themselves from sexual violence. Session 12 in this chapter also reveals that same point. Young people in focus group discussions found it very difficult to think about what men and boys could or should do to reduce sexual violence. So in this session we consider what responsibility young men can take to protect and help women. See the section on "Working With Boys & Men" in the toolkit introduction.
- Make sure you explain that this activity is not about blaming men and boys for not taking action to stop sexual violence in the past. It is about learning from experience now to take positive action in the future.

- Preparation for this session: the facilitator needs to be familiar with all the previous sessions on gender and gender inequality as well session 10 “Sexual Violence In Daily Life”, and session 11 in chapter 3, “Preventing Domestic Violence”. There are many similarities between the session on domestic violence and this one. Help participants recall and link what they learned in that session about men finding alternatives to domestic violence to apply to the situation of sexual violence in this session.
- Preparation for this session: Read session 5 ‘Deciding when to have sex’ and session 6, ‘Being confident and in control’. Link the method for being confident and in control and able to say “no” from session 6 to this session.

How to use it:

1. Explain that in this session participants will spend time thinking about what men and boys can do - as they grow up – to stop sexual violence against women and girls.
2. Split participants into small groups of four people. If the girls are confident enough then make mixed groups.
 - Hand out the resource sheet 1 “Why Do Some Men Use Sexual Violence? What Could They Do Instead?”
 - Distribute one or two of the “stories” for each group to discuss.
 - Ask if people remember what they learned before about the definition of sexual abuse. It is important they really understand the difference between sex where there is agreement and sex when there is no agreement and one partner uses force or pressure on the other.
 - Explain that the stories are all based on real life.
 - Write up the questions you want every group to answer about each story:
 - i) What does the victim feel like?
 - ii) Why did the man use sexual violence? What does he believe?
 - iii) For boys in the group: if you were in this man’s position what would you do instead?
 - iv) For girls in the group: what would you hope the man would do instead of using sexual violence?
 - Give people 20 minutes.
 - As the small groups discuss, help them by asking questions and clarifying issues.
3. In the big group ask each small group to give their answers and ideas about the stories.
 - Provoke debate. Important issues that help facilitation are:
 - It is unethical, illegal and against human rights to have sex with someone without their voluntary consent.

- Gender inequalities mean that generally men have more power and status than women.
 - Men tend to expect women to fulfil men's sexual needs. In fact women may often talk, chat, be friendly, flirt and wear attractive sexy clothes. However this does not mean that they want to be forced to have sex. They do not enjoy fear and violence. Sometimes men confuse their own feelings with the woman's feelings, thinking she must feel the same sexual interest as they do. They assume she should fulfil their sexual needs. Some men say "She says "no" but she does not mean "no"." They are wrong.
 - Gender inequalities mean that men often believe women are like their property – for example, when they marry a woman or pay a sex worker or when they give gifts. In fact in modern times no human can be considered as the property of another. Women will often accept gifts because they believe it is a sign of affection from the man, not a promise on their side to provide sex.
 - Men often falsely believe that when they are aroused they must have sex. In fact it does not harm them at all to wait for their erection to go down. They may feel disappointed but they will suffer no bad health consequences (see session 2 in this chapter about men's sexual system). If they masturbated instead of forcing a woman to have sex they would avoid causing great harm to another human being.
 - It is very important for boys and men to be accepted as "real men" by other boys and men. In groups they can pressurise each other to take actions that they might not do on their own. Or some boys/men will hurt women because they are doing what they think other men think is good and normal.
 - Men might watch violent pornography and not realise that the stories of women joining in and being excited are not true. They are only fantasies. It is not how real girls and women feel. Research across the world shows that women usually do not like very explicit pornography but men do. Boys and men might try to copy in real life the fantasies they have watched.
 - Victims of sexual violence suffer badly.
 - It is possible to have sexual relationships with women that are agreed on both sides and do not involve violence, abuse or exploitation.
- Throughout the discussion write down a list of the boys' and girls' suggestions for what the perpetrator in the story could have done instead of forcing someone to have sex. Write it under the heading "boys and men taking action against sexual violence".
4. At the end of the discussion about the stories, ask what boys could do if they were pressurised by their friends to treat a girl or woman violently or abusively.
- Ask participants to suggest some situations where boys feel pressurised to treat girls abusively (going to a brothel, forcing a girl to have sex when she doesn't want to because friends say its okay and normal to do that).

- Ask how boys feel in that situation (afraid not to join in, friends will no longer love and accept them if they don't do what those boys say is "normal").
 - Explain that you want them to think how to resist, how to challenge the attitude that it is normal and okay to abuse girls and women in this way. Say that some people try to stop or challenge sexual violence when they hear about it and some do not take any action or even blame the victim.
 - Divide the participants into small groups and ask them to create short role-plays in which one or more boys are pressurising a boy to act abusively and the boy (and maybe his friend) are resisting.
 - The rest of the group who are not acting should observe and make suggestions and give feedback.
 - Preparation 15 minutes.
 - Ask some of the groups to show their role-plays.
 - Ask the rest of the participants to observe and to give feedback about the role-play.
 - What do they notice about the behaviour and attitude of the group of boys? For example, in a group people have power to influence our behaviour strongly; people are more afraid to do something different to the group than disobey their parents or the law ...
 - What was successful as a strategy for resistance? What was not? Why?
 - Add any new ideas to the list of "boys and men taking action against sexual violence".
5. Bring all the participants back together again to perform their role-plays. Encourage them to share and discuss what they have learned from the activity, especially how to persuade people to take action to prevent and stop violence.
6. Summarise the main points from the list the group has made. Hand out and discuss resource sheet 2 if it is useful.

Resource Sheet 1: Men & Boys Take Action Against Sexual Violence

SITUATIONS: TAKING ACTION AGAINST SEXUAL VIOLENCE

For each story answer these questions:

- What does the victim feel like?
- Why did the man use sexual violence? What does he believe?
- For boys in the group: if you were in this man's position what would you do instead?
- For girls in the group: what would you hope the man would do instead of using sexual violence?

Situation 1

A 17 year old girl is now terrified to go outside after being raped by her boyfriend. He says, "all girls say "no" but they don't mean it. She wanted to have sex really".

Situation 2

An 18 year old high school girl is forced to have oral sex with a boy she thought was her friend. She is horrified that someone she knew exploited her and forced her. She is very scared and ashamed. He says, "I gave her lots of presents and paid for her to go out. She owes me".

Situation 3

A sex worker has her body very badly bruised and her nose broken by a customer who has very violent sex with her. She has strangulation marks around her neck. He says, "It doesn't matter. She's not a pure woman anyway so I can do what I like. It makes me feel excited so I want to do it. I paid her. All my friends talk about violent sex and copying porn films ..."

Situation 4

A 16 year old girl is raped by her older brother's friend. Her parents are furious with her and now she has had to leave home and school and her friends because her mother has sent her away. The rapist is still at home, going to school as normal. Maybe his family will pay some money to the girl's family. He says, "she's very pretty and chats to me. I always feel very aroused when I'm near her. What else could I do? I couldn't help it. My friends all have sex, why shouldn't I too? Anyway we're paying money now so it's no problem".

Situation 5

A man forces his wife to have sex whenever he wants. She is depressed and feels like she has no more value than a slave.

He says, "she's my wife! I paid her family money to marry her. It's up to me. My friends would laugh at me if they thought my wife bossed me about and didn't even provide sex!"

Resource Sheet 1

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Situation 6

A young woman went with relatives to a nightclub. She dresses up in all the latest sexy clothes, because she wants to be like her friends and to be attractive. A man dances with her and later pushes her round the back of the building where no one can see and rapes her.

He says, “she was wearing sexy clothes. So she must want sex with anyone— she’s available. It’s not my fault”.

Situation 7

One young woman was raped by a neighbour who she has known all her life. He is a man who drinks a lot. He has lost lots of money. People don’t respect him and he bullies people to get what he wants. He thinks, “I’m sick of feeling so low. It’s not fair! I’m a man! I deserve better! It makes me feel great to get what I want from that girl and scare her”.

Resource Sheet 2

Session 14:
Men & Boys Take Action Against
Sexual Violence

Resource Sheet 2: Men & Boys Take Action Against Sexual Violence

WHAT MEN & BOYS CAN DO TO HELP END MEN'S SEXUAL VIOLENCE TO WOMEN

- Respect women's and girls' rights.
- Learn more about the problem of violence and sexual violence and share that knowledge with other boys and men.
- Listen to women and girls ... learn from what women and girls say about sexual violence.
- Imagine how you would feel if the person who is sexually abused was your own sister or brother or your own child.
- Look out for friends who have a similar attitude to your own so you can support each other.
- Challenge jokes and remarks that are abusive to women and girls.
- Refuse to take part in activities that are abusive to women.
- Learn and practice how to challenge sexual harassment in your workplace, school or community.
- Think about how your own behaviour may make the problem worse.
- Be aware of your own value as a man.
- Learn more about Cambodia's own Laws e.g. the Law on Suppression of Human Trafficking and Sexual Exploitation, the Law on the Prevention of Domestic Violence and the Protection of the Victims.

Session 15: Gang Rape



What is it?

This involves discussions in pairs or small groups and then a big group about a definition of gang rape and the beliefs and facts regarding gang rape.

Why use it?

- To help participants understand what gang rape is.
- To explore opinions, beliefs and ideas about gang rape and about sex workers.
- To establish that sex workers have the human right to refuse sex they don't want like anyone else.
- To give participants an opportunity to hear the facts about gang rape from research.

Resources needed:

- Resource sheet 1 "Srey Mom's story" to read out and possibly to hand out to everyone too.
- Resource sheet 2 "Gang Rape: Beliefs & Facts" for facilitators to use and possibly to handout to everyone at the end of the session.
- Belief statements written up on flip chart paper.
- Happy face (agree), unhappy face (disagree) and puzzled face (not sure) drawn large on flip chart paper to use for the beliefs and facts exercise.
- Flip chart paper, marker pens, tape.

Time:

90 minutes.

Facilitators' notes:

- If you think it is necessary, remind people about safety guidelines: trust, safety, respect and confidentiality.
- Prepare by reading some of the research about gang rape in Cambodia: "Paupers & Princes: Youth Attitudes Towards Gangs, Violence, Rape, Drugs & Theft," 2003 Gender and Development (GAD); "From Cotton To Precious Gems: The Use & Abuse Of Sex Workers," 2004 Oxfam, CARE, European Union (EU) & United Nations Population Fund (UNFPA); "Gang Rape: The Perspective Of Moto Taxi-Drivers Across Cambodia 2004 CARE & UNFPA.
- Prepare by practicing reading Srey Mom's story (resource sheet) expressively with emotion in a way that helps participants imagine it is real so they can empathise with her.
- Connect this session to what participants have learned already about the definition of sexual abuse (sex acts that do not have full, voluntary agreement of all partners); about the serious physical, emotional and mental impact of sexual violence on victims (session 11) and about the negative affect on society and all women's relationships with all men if any kind of rape and abuse is permitted by society as normal and acceptable (session 12).
- The law referred to in step 4 is the "Law On The Suppression Of Human Trafficking & Sexual Exploitation, 2008".
- As in all sessions use words for sex that are recognised as normal daily speech by your young participants. So use the Khmer word "*bauk*" for gang rape.

How to use it:

1. Write the word "*bauk*" on the whiteboard. Ask participants if they know what it means and if they have heard of this activity.
 - Give everyone time to share their ideas.
 - Confirm ideas that are correct and explain that gang rape means "a group of people participate in the rape (forced sexual intercourse) of a single victim".
 - Ask if people know why the slang word used is '*bauk*'? (Because men get what they view as additional value by paying for only one man to have sex and then forcing the woman to accept more than one man. The practice started with men who pay sex workers to have sex).
2. Explain that you will read a true story about a real girl who became a sex worker. Ask people to listen carefully.
 - Read Srey Mom's story from the resource sheet.
 - Read the story with expression, so participants can imagine it is real.
3. Ask the group some questions about the story:
 - What do you think about the story?

- What do you think Srey Mom felt like about her life and about the young men raping her?
 - What do you think those young men were thinking?
 - Is what happened to her fair?
 - If you were there when some of those bad things were happening to her what could you have done to help her?
 - If you knew her now what could you do to help her?
4. Explain that there has been some research about gang rape in Cambodia. Now you will ask participants if they agree or disagree with the “beliefs” young men have stated about gang rape. Explain that after people have discussed you will read out facts and information from the research to clarify whether the statement is correct or reasonable or not.
- Place the happy face (agree), unhappy face (disagree) and puzzled face (not sure) in different areas of the room.
 - Select three or four of the beliefs from resource sheet 2 most appropriate for this group. Write them up on flip chart paper for everyone to see.
 - Read the first belief statement out loud.
 - Ask everyone to move to stand next to the face that represents their opinion.
 - Make sure people are standing in the correct place for their opinion. Ask the reason why people agree, don’t agree or are not sure.
 - Facilitate questions and answers between the groups.
 - After discussion about the statement say whether it is correct or not and use the information from the resource sheet 2 to help you.
 - Repeat the process with the remaining statements.
 - It might be useful at some point in the discussion to clarify what people think about sex work in order to have the discussion about the reason that rape or gang rape of sex workers is immoral and illegal. Some issues are:
 - Sex workers are often trafficked and exploited by others to make money for those other people.
 - They have few choices about how to make money – that is the reason they become sex workers.
 - Sex workers can make money by selling sex because men want to buy sex. The situation is like a market. You cannot sell something unless you have people who want to buy it. Therefore men should take responsibility for the existence of prostitution and not simply blame sex workers for being immoral.
 - Sex workers – like all human beings – have human rights not to be abused, hurt and exploited in anyway. They do not forfeit those rights just because they make money by selling men sex.
 - As with all other human beings, sex workers have the right to make agreement to have sex or not. If you have sex with a sex worker without her full, voluntary agreement then you are raping her.

- If a sex worker is often abused then further abuse will add to the pain. The fact that she is already abused does not mean she is “used to it” so it’s okay! Further abuse hurts her more and more. The impact of sexual violence is worse when it is repeated not better.
- Cambodian Law on Suppression of Human Trafficking and Sexual Exploitation states that human trafficking and sexual exploitation are illegal. The law provides for greater punishment for those who use sex workers to make money than for the sex workers themselves.

5. Summarise by using this quote:

- Every rape victim is a human being. Every rape victim is someone’s daughter. Every rape victim, the same as other people, had hopes and dreams for their life. No one wants to be raped. Every time a man rapes a woman or girl he is contributing to creating society in which rape is common and people don’t care about other human beings. He is creating a society in which people do not value women and girls. He is creating a world in which his own sister, mother, daughter, girlfriend or wife could be abused like that by someone else.”
- Ask people to say what interested them most about this session.
- Hand out copies of the resource sheet 2 for everyone to read and keep.¹⁵

¹⁵ This session is adapted from CARE’s “Playing Safe” curriculum for sexual relationship awareness for young men written by Mia Jordanwood, 2004.

Resource Sheet 1: Gang Rape

Srey Mom's Story

When my sister was about eight years old a gangster raped her. She cannot remember much about the rape, as when he raped her he held a handkerchief over her mouth and drugged her, so I don't know what happened. She woke up after some time and saw that she was bleeding from her vagina.

When this happened my father was working in Sre Ambel. My father found out that she had been raped and said he would come back. My mother asked him to try and buy some medicine for her because she was sick. After the gangster raped her, her health was not so good. We needed to buy medicine because she was bleeding badly from her vagina day and night – it would not stop. During her sickness my mother took her to a private clinic because she did not know about public hospitals. She agreed to the high price that the clinic asked for her surgery. We did not have \$150.

On the way back from Sre Ambel some people robbed my father. He did not have much money on him as he had bought medicine and the robbers beat him badly because of this. Some friends brought my father back home. He was badly beaten and very sick, bleeding from his nose. He was so sick that he nearly died and my sister still needed treatment. I saw our problems and I volunteered to do sex work, to sell my virginity for my sister's surgery. I saw our problems and did not wait for my mother's approval – I went straight to the brothel and sold my virginity. The brothel owner offered me \$250.

But the night I went to the brothel our father died. I heard that he had died and begged the brothel owner to release me but they refused, saying I had agreed to spend the night in the brothel. So, I could not join the ceremony to mourn my father. So because of my sister's rape our father died.

The villagers helped pay for my father's ceremony, but my mother also borrowed some money to burn my father's body. She borrowed about 200,000 riel from a money lender and I had to pay back 10,000 riel a day plus 500 riel interest. A few days after my father died I came back with \$20 which I gave to my mother. I was cheated by the brothel owner because although I was a virgin a client said I was not and the brothel owner believed him.

Around five or six months later my mother was in serious debt as she had no money to pay for living and could not pay her debts back. Within six months of my father dying my mother was 5,000,000 riel in debt. I borrowed \$100 from a pimp, putting myself in

Resource Sheet 1

Session 15:
Gang Rape

debt with the pimp. But this was not enough to pay back my mother debts and I was still bleeding.

I am now a sex worker in Phnom Penh. I work in a public park. Recently it has been very bad. Sometimes one man will come to negotiate a price for himself. But when I get back to the room there are seven men waiting. They gang rape me and there is nothing I can do. If I scream out they hit me. They only pay for one man. This happens maybe once a week.

Resource Sheet 2: Gang Rape

1. Definition Of Gang Rape:

Gang rape or *bauk*, occurs when a group of people participate in the rape of a single victim.

(Source: http://en.wikipedia.org/wiki/Systematic_rape).

2. Beliefs & Facts:

a) Beliefs

“If we pay the girl it’s not rape. Sex workers need money, so it is okay.”

Fact

If the sex worker does not freely and voluntarily agree to an act of sexual intercourse then it is rape. It is immoral and illegal whoever the victim is. Giving someone money does not make it right. The sex worker has agreed to receive money for one man to have sex. She has not agreed to have sex with many. She has not agreed to suffer violence. You cannot force her agreement or pretend she agreed by paying her or paying her more. This excuse might be used by the perpetrators to make themselves feel less guilty but in fact it does not reduce their responsibility and guilt. Human rights promote equality for all. It does not mean some people have fewer rights because they sell sex to make their living.

b) Belief

“It doesn’t hurt anyone because they are prostitutes.”

Fact

Sex workers - like all other human beings – are emotionally and physically hurt when they are abused. It does not make sense to think that because they are often abused its okay to abuse them more! In fact what they need is kindness.

c) Belief

“It is better if it happens to sex workers than other women.”

Fact

No. If it happens to any girl or woman, it is wrong.

d) Belief

“Men & boys only do this (bauk) because they use alcohol & drugs, so they are not to blame.”

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Fact

It is not acceptable to blame drugs or alcohol for their actions. Alcohol and drugs may affect people's thinking but research shows men/boys who commit *bauk* plan gang rape and are aware of their actions. Gang rape is not an accident. People who take drugs and drink decide to take drugs and drink so the consequences of their behaviour when they take drugs and drink is their responsibility.

e) Belief

"Rape of a virgin is more serious than a girl or woman who is not a virgin."

Fact

Rape of any girl or woman is equally serious and against the law. If we limit girls' and women's value to their virginity, then we are treating half the human population as not equal to men. Girls and women are valuable because they are human beings not because they are virgins.

f) Belief

"*Bauk* is an acceptable & important way for men to show power, strength & loyalty to friends."

Fact

There are lots of ways for men and boys to prove their strength and masculinity and to have strong friendships. Men do not have to hurt other people to prove this.

g) Belief

"*Bauk* only takes place with prostitutes."

Fact

Wrong. There is lots of evidence that all women/girls are at risk. For instance, according to "Youth Of Today - Gang Rape Has Become the Sport Of The Younger Generation" by Kevin Doyle and Yun Samean there are children, older women, high ranking people's wives, girlfriends, etc. who experience being gang raped.

3. "Every rape victim is a human being, it is someone's sister and someone's daughter. Every rape victim has hopes and dreams for their life and wanted a different life. Every time a man or boy rapes a woman, even a sex worker, he is creating a society in which rape is common. He is creating a world where women have no value. He is creating a world where his own girlfriend, wife, mother, sister or daughter could be a target for rape by someone else."¹⁶

¹⁶ This session is adapted from CARE's "Playing Safe" curriculum for sexual relationship awareness for young men written by Mia Jordanwood, 2004.

Session 16: Pornography

What is it?

Small and large group discussions.

Why use it?

- For participants to discuss what they think about pornography.
- To reflect on the impact of pornography on young women's and young men's attitudes sexual relationships.
- To learn about the harmful effects of pornography.

Resources needed:

- Flip chart paper, markers, tape.

Time:

60 – 90 minutes.

Facilitators' notes:

- This is a sensitive topic. Facilitators need to be aware that some participants will feel very shy about talking about this subject in a larger group, so it may be useful to consider the group working in smaller single sex groups with several facilitators.
- Some people in the group may have already watched pornography and have opinions about it. Some people may have never seen any pornography, so that might limit their ability to have an opinion about it. However people who have not seen pornography might have opinions about the impact that watching pornography has on others.
- The definition of pornography given in step 3 is similar to the definition given in the "Law On Suppression Of Human Trafficking & Sexual Exploitation," 2008, Article 38.
- Preparation for the session: Refer to "Wise Before Their Time: Young People, Gender-Based Violence & Pornography In Kandal Steung," 2005 WVC. This research discovered that most teenagers have seen pornography; that they often think it's "normal"; that boys have expectations of having sex as sex is shown in pornographic videos and that girls do not like the way boys treat them as a result of watching pornography. Adults seem to be unable to protect their children from these influences. Young people are now learning about sexual relationships from pornography rather than in more positive ways.
- It is important that the facilitator is not embarrassed by these discussions and can genuinely accept that young people naturally have sexual desires and need to have information about sex. This is not wrong. What is wrong

about pornography is that it is often abusive and treats women and girls as objects and influences young men to have these attitudes too.

- Sex and gender differences amongst customers of pornography: research suggests that women are rarely interested in pornography. Pornography is a billion dollar industry and most of the customers are men. This does not mean that women are not interested in sexual relationships. Research suggests that women tend not to be interested in just the physical, genital aspects of sex on their own, removed from the context of relationships and feelings, which is how pornography represents human sexual relationships.
- It is important to acknowledge that for some young men pornography is something they see often – on the Internet, VCD, and on mobile phones and so it may seem quite normal to them. The essential point is that pornography that promotes violent and abusive sex as exciting and desirable, is not acceptable because of the way it influences men’s behaviour and so negatively affects the lives of women and girls (and boys too) when men treat real women in the same way they see actors treat women in pornographic videos and magazines. Many countries distinguish between mild pornography which is legal and is considered acceptable for adults (18 years old+) and pornography that promotes violence or control over victims which is not legal. However children (under 18) are protected from seeing even mild pornography.
Pornography is not considered to be a good way to educate children and young people about sex. Instead children and young people should get clear, accurate and truthful information about all aspects of sexual relationships.
- It is important to distinguish between pornography and other materials that are about sex for example sex education books and videos. Those educational materials may be very explicit and show naked people but their primary purpose is not to arouse (although they may do that). They do not show girls and women as sexual objects and they do not promote sexual violence.

How to use it:

1. Explain that today we are going to talk about a subject that can make us feel shy or uncomfortable. The subject is pornography (write the word on the whiteboard or flip chart paper). It can be difficult to talk about it but it is important to do so. The reason is that there is more and more pornography being shown in Cambodia.
This pornography can be harmful.
2. Ask the group – “what do you think of when you hear the word pornography?”
Write up what people say.

3. Write this definition on the board:
Pornography is any form of communication (for example: magazines, books, films, pictures, cartoons) that portrays sexual behaviours in a way that is intended to cause sexual excitement.

4. Say to the group that pornography includes pictures of naked people in sexual acts. Sometimes it includes violence, rape or forced sex acts. Research in many countries in the world shows that mostly it is men who like pornography. Women tend not to be interested in seeing other people have sex. Discuss the following questions:
 - Why do you think people watch pornography?
 - Some answers might be: curiosity about sex, wanting to see what naked bodies look like, wanting to learn about sex, wanting to feel aroused, wanting to join in with friends and do the same things they do and have fun together.
 - What is the result of watching pornography? How does it affect the attitude of those who watch pornography to women and girls and to sexual relationships?
 - Some answers might be that some boys and men expect to have sex like they see in the video or think women and girls should do what the actresses in videos pretend to do.
 - Ask if people know whether pornography is “real” or not? Ask if people know the difference between fact and fiction on television, in videos and in magazines. Ask for and provide examples of “fact” and of “fiction”. Check that participants know that most pornography is fiction – made-up stories with actors and actresses. It’s not like real people having real sex and real relationships together.
 - Remember to ask girls their opinions about pornography if they are quiet.

5. Explain that participants will now discuss some statements about pornography in small groups. They should prepare together what they want to say to answer the facilitator’s questions about those statements to the big group. The facilitator will then add information from research on pornography to the groups’ discussions.
 - Hand out the statements - see below.
 - Young people can learn about sex from pornography.
 - Pornography influences people to do harmful actions for example, to harass or abuse other people sexually.
 - Some kinds of pornography are mild and so people can watch them. Some kinds are violent so people should not watch those.
 - Write up the question you want them to answer:
 - Do you agree with this statement or not? Why?
 - Split people into single sex small groups.

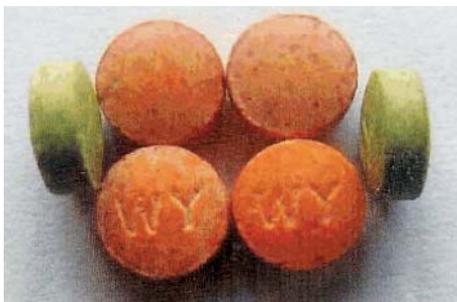
- Divide the statements between the groups.
 - As the small groups discuss, listen to what they say and help them by prompting with ideas and questions.
 - Give them 10-15 minutes.
6. In the big group discuss each statement one by one. Read out the statement and write it up on the whiteboard.
- Ask representatives from the small groups to say whether they agree or not and why. Ask other people to contribute by asking them questions or making comments.
7. Explain to the group that you are going to share some ideas with them about the negative impact of pornography. Some of these ideas are based on research which has been carried out in Cambodia and other places in South East Asia. Some ideas are provided below.
- **Pornography is not accurate information:** wanting to know about sex is natural especially for adolescents who are maturing from children to adults. Sometimes society does not provide much information about sex, so people watch pornography to get information. However pornography provides very inaccurate information about sex. Most pornography is acted stories based on men's desire – not real life. For example, it shows women throwing off their clothes and having exciting sex two minutes after meeting a man. In real life most women do not want to do that. It often shows very beautiful women and very handsome men. In real life, most people are more ordinary than that. It shows victims enjoying violence. In real life victims do not enjoy violence. It focuses on the physical aspect of sex – particularly the genitals – and forgets every other aspect of sex (feelings and relationships). Real life is not like that. The ideas that pornography promotes about sex are not accurate about human bodies or sexual activities or sexual relationships
 - **Violence:** often pornography shows sexual relationships in which people hurt and abuse each other. In some pornography, people use violence to force others to have sex or it shames them in some way. Forcing other people to have sex is not okay. Watching pornography that makes sexual violence seem wonderful, exciting and normal is not okay,
 - **Most pornography treats girls & women as objects not human beings:** in the relationships shown in a lot of pornography, men often have control of women – they treat them like objects that they can pick up or put down when they want. They do not ask women's opinions, they do not listen to women's words – they deny women choices and rights. In real life women are people not just bodies.
 - **Influence on young men's behaviour:** some research shows that one reason some young men give for sexually abusing women is that they were aroused by watching pornography and wanted to copy what they had watched.

Also girls say that boys who watched pornography sometimes harass them sexually. Pornography can teach men to treat women with no respect or love and can push young men to want to have sex instead of waiting until they are older. Feeling desire is okay and natural. Using your desire to have sex when you cannot deal with the consequences or when it involves hurting others is not acceptable.

- **Not all pictures of naked people to do with sex are pornography:** for example, pictures and writing designed to educate and inform people about sex is not pornography. Their main intention is not to arouse. The material is not violent or cruel. They do not treat women as objects. For example, pictures that illustrate the sexual and reproductive organs of women and men are created to educate people so that they know about their own bodies and are able to take care of themselves and their partners.
8. Ask if people remember what ideas they had about having equal, loving sexual relationships in previous sessions? For example: knowing the other person well, liking or loving them, desiring them, having fun and enjoying their company, missing them when they are not there, talking openly about feelings and opinions and sharing things about your lives together, supporting each other.
 - Ask how those ideas are different from pornography.
 9. Conclude the session by asking participants to say what they have learned that was most interesting in this session.

Chapter 5

Alcohol & Drugs



Introduction To Chapter 5

What's In Chapter 5?

This chapter covers the following topics:

- **Reasons why people drink.**
 - Explores participants' own experiences, knowledge and beliefs about how people in their families and communities use alcohol.
 - Identifies some underlying reasons why people drink: to join in with social events; to have fun by losing normal inhibitions, to prove their masculinity to themselves and others, to conform to peer pressure, to deal with their life problems, difficult feelings and stress or because they are addicted.
 - Raises the differences in society's reactions and judgements of men and women drinking alcohol.
 - Raises for discussion the reasons why some young people drink e.g. to join in with a group of friends and feel that you belong to that group, to experiment together and to dare to take risks, to demonstrate that you are a "man" and no longer a child and to deal with emotional problems.

- **Information about alcohol & how our bodies & minds react to alcohol.**
 - Describes how our bodies absorb, react to and protect us from the alcohol that we drink.
 - Provides basic facts about alcohol e.g. that alcohol is a drug that has many effects on our bodies and minds. It affects sexual performance, it is connected to aggressive behaviour and the increased occurrence of accidents. It also may lead to addiction.

- **Effects & impact.**
 - Describes the variety of negative effects of drinking too much alcohol on the body, mind, thoughts, feelings, behaviour and relationships of drinkers in both the short- and long-term.

- **Safer drinking.**
 - Gives participants the opportunity to identify and distinguish between habits of drinking that are not harmful and habits of drinking that are risky.
 - For participants to make their own guidelines for "safe" drinking.
 - To consider what alternative behaviour and activities they can adopt instead of drinking or instead of excessive drinking.

■ **What are drugs?**

- Describes the characteristics and effects of different drugs.
- Explains that beliefs about drugs making you strong or curing illness are not true.
- Demonstrates that drug use – like alcohol use – affects users’ feelings, behaviour, relationships and lives and has long as well as short-term effects. Long term effects are mostly negative.
- Explains that drugs can make a person mentally and/or physically addicted to them and to reflect on the effects of addiction.
- Demonstrates that drugs can encourage people to take risks and gives an opportunity to reflect on the consequences of dangerous behaviour.

■ **Why take drugs?**

- Gives opportunities to reflect on the events and circumstances in their lives that may encourage or discourage young people to use drugs.

■ **The consequences of taking drugs.**

- Considers the long term effects of drug use on a young person’s life and compares this to the same life without drugs.

What’s The Purpose Of Chapter 5?

When carrying out research with young people in the process of developing this toolkit, all the focus groups identified problems with alcohol as a significant issue. Often, this was related to domestic and other forms of violence within the home or community.¹⁷ Drinking alcohol affects decision-making and choices, particularly in relation to practising “safe sex”, leading to unwanted pregnancies and a higher risk of STIs including HIV. Being drunk also makes girls and boys vulnerable to sexual abuse by others. Research reveals that gang rapes are often carried out by groups of young men who are drunk or who have used drugs.¹⁸

Also significant numbers of drivers are injured or killed on Cambodia’s roads each year. Traffic police report that the majority of these accidents are caused by intoxicated drivers. No laws relating to the purchase or consumption of alcohol or age limits for using alcohol currently exist.

The inspiration for this chapter came from young people in focus group discussions and one boy in particular who asked the question, “how can I stop having problems with alcohol?” Many drinkers have little or no basic knowledge relating to alcohol and safer drinking strategies, whilst many young men identify with excessive drinking

¹⁷ See the Cambodian Demographic Health Survey 2005, chapter 21 on domestic violence for links between frequent drunkenness & a man beating his wife.

¹⁸ See Paupers & Princlings: Youth Attitudes Towards Gangs, Violence, Rape, Drugs & Theft, 2003 GAD.

as a way of expressing their masculinity. Alcohol companies are targeting emerging markets and young people in developing countries like Cambodia as a major source of new profits.

Young Cambodians lives are increasingly different from the kind of youth their parents experienced. They are living more independent modern lives exposed to many kinds of experiences and ideas. Teenage years are a time of experimenting, risk-taking, asserting independence and wanting to find and fit in with a peer group rather than one's family. These are all things that make involvement with risky drinking and drug-taking likely. The toolkit acknowledges that young people are aware already that alcohol and drugs can make you feel good. If we just lecture young people about the bad effects of drink and drugs without recognising the positive effects, young people will not pay attention to what we say. So it is best to help them reflect on their own, their families' and their friends' experiences and also learn new facts about drinking alcohol and taking drugs so that they can make their own sensible decisions about drinking and drug use.

Contacts for services to help young people who are drug users to use drugs more safely or stop using drugs altogether: most drug-related services in Cambodia are designed to help young people in specific situations – for example, young people who use drugs and live on the street. Here is a list of organisations to go to for more information about drug related services in order to refer young people who may come to toolkit workshops who need help with drugs.

Friends International facilitates an alliance of local NGOs who work with street children. In Phnom Penh one member of that alliance - Mith Samlanh – provides community based drug outreach programmes and a combined detoxification and rehabilitation centre. Other NGOs, which are members of the alliance, provide street-based outreach, harm reduction and drop-in services in Battambang, Kompong Speu, Kratie, Pailin and Siem Reap. You can find out more about these services through www.friends-international.org .

“Korsang” is an NGO which operates in Phnom Penh and which is run by ex-drug users, who provide outreach services to help drug users reduce the risks they take when using drugs. You can find out more about “Korsang” through their website at www.korsangkhmer.org .

Mlop Tapang is an NGO which works with street children and their families in Kompong Som. They run a day time drop-in centre and have a specialised community-based drug outreach team. You can find out more about these services through www.mloptapang.org .

Alcohol & Drugs Sessions:¹⁹

- Session 1: Alcohol quiz: true or false
- Session 2: Reasons why people drink alcohol
- Session 3: How alcohol gets in & out of our bodies
- Session 4: Impact & effects of alcohol on our lives
- Session 5: Safer drinking
- Session 6: What are drugs?
- Session 7: Why do people take drugs?
- Session 8: Veasna's life with & without drugs.

¹⁹ The three sessions related to drug-use were all adapted from materials originally produced & used in the Playing Safe Manual written by Mia Jordanwood & published by CARE Cambodia in 2004.

Session 1: Alcohol Quiz – True Or False

What is it?

Pairs and then the big group decide whether statements in a quiz are true or not. The facilitator shares the facts.

Why use it?

- It is a fun way for participants to start talking about alcohol.
- Facilitators can use the quiz to assess participants' level of knowledge, interest and understanding about alcohol at the start of this chapter. It can be used again after completing the sessions on alcohol to see if participants answers show an improved understanding of the issues connected to alcohol.

Resources needed:

- Resource sheet “Alcohol quiz- TRUE OR FALSE” to handout to participants at the end of the session.
- Quiz statements on flip chart paper for the big group to read and for the facilitators to score according to who believes and does not believe each statement.
- Quiz sheets without answers for participants to read and discuss from the resource sheet.
- Flip chart paper, marker pens, tape.

Time:

60 minutes.

Facilitators' notes:

- Prepare by reading all the sessions on alcohol and the introduction to chapter 5 as well as this session and its resource sheet.
- Increase your knowledge about alcohol and drinking by using websites (for example, www.alcoholconcern.org.uk for an English website) to discover the answers to some participants' questions and to check whether beliefs are correct or not – for future sessions. Many common beliefs about drinking alcohol are false. It is important to pass correct information on to young people.
- This exercise is designed to find out what young people already understand about drinking alcohol prior to the sessions and which share new knowledge and ideas.

How to use it:

1. Introduce the next few sessions on alcohol and drugs.
 - Explain that we will spend time thinking and learning about the way people use alcohol. There are several reasons why we will spend time thinking about alcohol.
 - Ask participants if they can see the connection between drinking alcohol and the other topics they have been learning about in toolkit workshops up to now. Answers might include:
 - When adults drink alcohol this often leads to violence in the home and other kinds of violence.
 - Sometimes men blame alcohol for their violent actions including sexual violence.
 - Also young people sometimes start to drink or take drugs together as they change from children to adults. This can often lead to serious problems for them and their families as well as their society.
2. Explain that participants will now do a quiz together in the big group to see what people believe and know about drinking alcohol.
 - The facilitator could hand out the quiz sheet without answers (from the resource sheet) to pairs first of all, to give participants a chance to think about and discuss their ideas together before holding the quiz with the big group.
 - Then read the “beliefs statements” out loud to the group one by one.
 - Ask people to decide whether they agree or not with the belief.
 - Ask people to debate and explain why they think a belief is true or false. Ask people where or who they learned their belief from – for example, that driving slowly when you are drunk is safe or chewing thatch before you drink will make you less drunk.
 - Then ask people to vote whether they think the belief is “true” or “false” by putting their hands up. The facilitator can count raised hands and write up the numbers of votes for “true” and “false” for the belief on the flip chart paper.
 - After each belief has been voted for, the facilitator can share the true answer using the resource sheet.
3. When you have completed all the beliefs statements you can finish the exercise by asking the group:
 - Were there any answers that surprised you? Why is that?
 - If you were going to set new or different questions for the quiz, what would they be? What do people wonder about drinking that they would like to know the answer to?

4. Distribute the resource sheet with the beliefs and facts and end the session by asking the group: (a) what they found most useful about the session and (b) what they might do differently as a result of this session.
5. If you intend to hold this quiz again after all the alcohol sessions have been delivered – to test whether participants' knowledge and attitudes in relation to alcohol issues have improved - then keep the scores from this quiz to compare to the scores for the later repeated quiz.

Ideas Into Action: Ask participants to conduct the quiz with a group of friends from their school or village or with members of their family. They can note the scores for how many people think each belief is true or false in the same way that the facilitator did in this session and report back tomorrow (or at the next workshop). They could also ask those people what they would like to know about drinking alcohol and bring those questions back to the next workshop too. The facilitator must remember to make time for collecting and discussing the results of these activities and also find the necessary correct information to answer their questions.

Resource Sheet

Session 1:
Alcohol Quiz – True Or False

Resource Sheet: Alcohol Quiz – True Or False

Alcohol Quiz: Beliefs & Facts

- 1. Belief: drinking beer is not as bad as drinking rice wine.**
Fact: FALSE – if you drink too much of any kind of alcohol it is not good for you. All kinds of alcohol have the same chemical in them that makes you drunk.
- 2. Belief: drinking a lot of alcohol and getting drunk shows people that you are a “real man”.**
Fact: FALSE – the only thing you prove by drinking a lot of alcohol and getting drunk is that you don't know your limits.
- 3. Belief: alcohol slows down your body and your mind.**
Fact: TRUE – it leaves you unable to think, react and make decisions as quickly and clearly as you normally would do. If you drink so much that you get alcohol poisoning, your brain slows down so much you can become unconscious and can even die.
- 4. Belief: it usually takes between 30 minutes and one hour to feel the effects of alcohol.**
Fact: FALSE – it takes just a matter of a few minutes.
- 5. Belief: driving after drinking is acceptable, so long as you don't drive too fast.**
Fact: FALSE – it is never safe to drive after drinking (or take a lift from someone who has been drinking) because alcohol affects our brains and our reactions. It makes our ability to react slower. It makes our judgement of a situation less accurate so we see a car coming towards us but do not get out the way in time. It also makes us feel more confident and less afraid so we make dangerous decisions. One of the most common causes of accidental death in Cambodia is by traffic accident caused by drunk drivers.
- 6. Belief: alcohol affects different people in different ways.**
Fact: TRUE – alcohol's effects depend on a person's age, sex, body weight and other medical factors. It can depend on how much a person has eaten, how tired they are and many other factors. It has a stronger effect on the bodies and brains of younger people as they are not fully developed.
- 7. Belief: alcohol is a drug.**
Fact: TRUE – alcohol is a drug. It is a legal drug used by human beings for thousands of years. It is a chemical that affects the way our brains work. Like all drugs it affects the way we see the world and the way we think, feel and act. Alcohol affects the brain. It reduces the normal control we have on our behaviour so we act on our feelings more impulsively

Resource Sheet

Session 1:
Alcohol Quiz – True Or False

and are less aware and care less about the consequences of our actions. For example, if we feel sad when we are drinking we will cry more easily than normal because we are less aware of the consequences of crying – like feeling embarrassed because we cried in front of other people. Or if we feel happy at a party we will dance without worrying if we are good at dancing like we might normally. Or if we feel aggressive and angry we might want to fight and hurt others because we will have less awareness and care less about the terrible impact that might have. This is the way that alcohol makes us feel good but also can lead to behaviour that causes problems. This is the way that alcohol – like all drugs – changes the way our brains work to make us feel and act differently.

8. Belief: alcohol makes people more friendly and brave.

Fact: TRUE – alcohol is a chemical that affects our brains, our feelings and **our** behaviour. It does affect people in different ways – but generally it affects our brains by making us feel less inhibited. That leads to feeling more friendly, extroverted, confident and brave with other people. For young people being friendly and brave can be very important if they want to be one of a group of friends, liked by everybody and able to join in. It is also dangerous because alcohol makes us less clear thinking and we can do stupid, dangerous things that will lead to bad consequences when we are drunk.

9. Belief: sleep helps the body get rid of alcohol more quickly.

Fact: FALSE – sleep has no influence on the rate at which alcohol leaves the body. Alcohol does have an effect on the quality of sleep, however. Although we may think we sleep well after alcohol, we have a reduced amount of the kind of sleep in which we dream. The brain has different kinds of sleep - some dreaming and some not. Our bodies and minds need “dream sleep” to relax and re-energise ourselves. Alcohol reduces the amount of dream sleep we have. We then feel tired and unrested the next day.

10. Belief: chewing on some thatch before drinking will help drinkers avoid getting drunk.

Fact: FALSE – the only thing to stop drinkers getting drunk is not to drink at all.

11. Belief: if you drink a lot often you will become addicted to alcohol.

Fact: TRUE – alcohol is a drug that alters your brain and body. So if you drink enough regularly your brain and body will become dependent on alcohol to feel okay. You will need increasing amounts of alcohol to feel normal. There is no simple way to say when and how often a person has to drink to become addicted. It depends on the person. However you should never drink everyday and you should not habitually drink to get very drunk.

Resource Sheet

Session 1:
Alcohol Quiz – True Or False

12. Belief: if a person who drinks lots of alcohol learns the bad affects of drinking alcohol they can easily decide to stop drinking.

Fact: FALSE – it is not easy to just decide to stop and then be able to stop. It is difficult. Stopping drinking when you are addicted is not impossible, but it is very difficult because if you do not drink you will feel very ill and your mind will be dominated by a desire to drink which is hard to deny. So knowing reasons to stop (like how bad alcohol is for your health) can be one step motivating you to stop drinking, but a person needs a lot more help and reason to stop successfully. It's best not to become reliant on alcohol in the first place.

13. Belief: domestic violence is caused by alcohol.

Fact: FALSE – violence is caused by the people who decide to drink and then do the violent acts. It is the violent person who is responsible for their actions including the decision to drink alcohol and become drunk. They should not blame the alcohol. (A bottle of palm wine cannot hit someone. A person can!). Research in Cambodia shows that men who often drink in order to get drunk are much more likely to hit their wives and children than men who don't drink or men who drink occasionally or men who only occasionally get drunk. So we know that men who depend on drinking also tend to be violent. (The research is in the Cambodian Demographic Health Survey 2005 – chapter 21 on domestic violence.)

14. Belief: drinking alcohol makes you better at sex.

Fact: FALSE – alcohol does make you feel more brave and confident for a while and less worried about the consequences of your actions. So that might make a person more likely to have sex or want to have sex after they have drunk alcohol. However if you drink too much alcohol it will make it more difficult for a man to have an erection and orgasm and it will make it more difficult for a woman to reach orgasm too. Also people who are drunk often decide to do dangerous things like have sex without a condom or do abusive things like forcing someone to have sex who does not want to. This is because alcohol makes your thinking “short”.

Session 2: Reasons Why People Drink Alcohol

What is it?

Pairs work together followed by a big group discussion on reasons for drinking alcohol.

Why use it?

- To explore participants' knowledge, opinions, beliefs and ideas about how people in their families and communities use alcohol.
- To notice differences in society's reactions to men and women drinking alcohol.
- To give participants the opportunity to say what they think about young people drinking and the reasons why they drink or do not drink.
- To help participants identify some underlying reasons why people drink: to join in with social events; to have fun by losing normal inhibitions, because of peer pressure, to show they are grown up and can manage themselves when they drink, to deal with their life problems, difficult feelings and stress, because they have a harmful habit/addiction.

Resources needed:

- Flip chart paper, marker pens, tape.

Time:

60 minutes.

Facilitators' notes:

- Remind people about ground rules and confidentiality when having discussions that touch on personal experiences.
- Make sure you get a broad range of reasons for drinking in step 3 of this session. Preparing for the session by doing this exercise yourself with colleagues and friends will help you identify the many kinds of reasons that people drink.
- It is important to acknowledge and understand that people drink because alcohol has some affects that they enjoy. Young people may know this already and they can discover this easily. If we just lecture young people about the bad affects without recognising the good affects, young people will not pay attention to what we say. Alcohol and drugs are increasingly available to young people and young people have more modern independent lives with friends outside the family, so it is best to help them learn facts about drinking alcohol and reflect on their own and other people's drinking experience so they make their own sensible decisions about drinking – whether they want to not drink or to drink safely and moderately.

- Some young people will have suffered from having a parent who drinks in a way that causes problems for example, acting violently, spending money on alcohol rather than on the family and ignoring the needs of their partner and children. If participants talk about this pay attention and respond to their feelings and ideas. If someone is particularly distressed follow the safety guidelines in the toolkit introduction. Remind people of the ground rules and confidentiality if you think that it is necessary.
- If you set the Ideas Into Action in session one: ask participants to share what happened when they asked their friends or family to answer the quiz questions in the “Ideas Into Action” task from session one at the start of this new session. What were the answers to the quiz questions? What more did people want to know? Answer what you can and make a note of other questions so you can find accurate answers and supply the answers at later sessions.

How to use it:

1. Explain that participants will spend time today identifying what kind of occasions and reasons people in their communities and families – young and old, men and women – drink alcohol. Say that they will also find out some of the underlying causes for people drinking alcohol.
2. Split participants into pairs to discuss the following question. Allow 10-15 minutes.
 - Question: based on what participants see in their communities and homes, what are the different situations, occasions or reasons that they see people – women and men, girls and boys - drinking alcohol?
 - Before people start discussing in their pairs ask for a few example answers and write them up on flip chart paper. When you are sure everyone understands the question let them start discussing in pairs.
3. When the pairs have finished, ask everyone to share their ideas ensuring that everyone has an opportunity to speak.
 - In preparation for this step, write some headings on the flipchart such as ‘social events’, ‘solving problems’, ‘health related’ and ‘other’. The example below shows how to use these heading to categorise participants’ contributions about the situations and occasions in which people drink under headings.

Social events	Solving problems	Health related	Others
- weddings	- drinking to forget	- drinking to be healthy	- thinking that the taste is delicious
- religious festivals	- drinking to feel happy	- drinking after giving birth	
- when meeting friends	- drinking to be brave	-	
-	-		

- Then record participants' ideas on the flip chart paper.
 - See if participants can put their ideas about reasons and occasions for drinking under the headings. New headings might emerge as people make more suggestions.
 - Discuss the meaning of the headings and whether you need extra headings with the participants as these "headings" can help them find underlying reasons for why people drink alcohol.
 - If people have missed some of the main occasions or reasons that lead people to drink (see point 4, third bullet point below) prompt people to get some examples of these reasons for drinking.
4. Facilitate some more debate around the list of occasions and reasons for drinking that participants have made.
- Ask participants about the connection between gender and drinking alcohol.
 - Who is drinking in these situations: women or girls, men or boys?
 - Ask what people believe about men drinking?
 - What do people believe about women drinking?
 - Ask if people tend to make harsher judgements about women drinking and getting drunk than men.
 - Help people analyse the reasons why people tend to blame women for drinking and drunkenness more than men.
 - Make the point that this is another example of inequality between the sexes – men are more often forgiven for bad behaviour following drinking and women are not.
 - Ask participants about the connection between age and drinking.
 - At what age do some people start to drink alcohol?
 - What is considered acceptable and not acceptable and why?
 - What are the reasons that some young people start to drink as they move towards being adults? Answers might include: joining in with a group of friends and feeling that you belong to that group; experimenting together and daring to take risks; showing you are grown up now.
 - Make the point that it is sensible to learn to drink safely if you decide to drink at all. In some countries it is illegal for people under 18 to drink because their bodies and minds are not yet mature enough to deal with alcohol. Ask what participants think about that and whether they think there should be a law like that in Cambodia.
 - Identify and summarise the main reasons for drinking underlying the many examples of occasions and reasons for drinking that participants have listed.
 - This list should include joining in social events in your community; to have fun by losing normal inhibitions; peer pressure; dealing with life problems, difficult feelings and stress and having a harmful habit or addiction.
 - Clarify who drinks for each of those reasons e.g. men or women, boys or girls, young or old people?

- 5.** Explain that participants will learn more about how alcohol affects people and about safe drinking in following sessions.
- 6.** End the session by asking the group (a) what they found most useful and (b) what they might do differently as a result of this session.

Session 3: How Alcohol Gets In & Out Of Our Bodies

What is it?

The facilitator and a volunteer attach cut-out paper body parts to another volunteer to show where alcohol goes in its journey round the body from when it enters to when it leaves the body. This is supported by a resource sheet handed out at the end of the session.

Why use it?

- To provide a fun way to provide simple basic information about how the body absorbs, reacts to and takes out alcohol we drink.
- The information in this session about the way the body reacts to and deals with alcohol will be useful for participants to understand parts of the next session on the impact of alcohol on our bodies and our minds.

Resources needed:

- Resource sheet “How alcohol enters and leaves the body” to hand out to everyone.
- Cut-out paper body parts in different bright colours: stomach, intestine, liver, brain, lungs, kidneys. These do not have to be precise reproductions of the parts of the body. Just draw an approximate shape of each part from looking at and copying the resource sheet and print the name of the body part on it ready to stick with tape on to each volunteer.
- Coloured cards showing the percentage of alcohol that leaves the body from that body part: lungs, kidneys, skin and liver – see the resource sheet.
- Flip chart paper, marker pens, tape.

Time:

45 -60 minutes.

Facilitators' notes:

- This exercise is designed to involve the whole group in sharing their ideas before the facilitator shares the correct information, so provide plenty of opportunities and time for participation before you give the facts.
- Have two volunteers of the same sex, so they can touch each other to attach the cut-out paper body parts without being embarrassed.
- Prepare by practicing the session to get used to using the cut-out paper body parts and percentages and to make sure you understand enough about the way the body deals with alcohol to explain it clearly and interestingly to participants.

How to use it:

1. Explain that you will show and explain the journey of alcohol in the body from the moment it enters to the moment it leaves.
2. Ask for two volunteers of the same sex to help with this activity. (A and B). You will use one volunteer to stick the cut-out paper drawings of the different body parts to the body of the second volunteer to show how alcohol enters and leaves the body.
3. Ask one volunteer (A) to be the person who pretends to drink.
 - Ask the participants where the alcohol goes to after we swallow it. (Correct answer – stomach). Once someone from the group answers correctly, ask the assistant (B) to place the cut-out paper “stomach” in the correct place on the volunteer (A), using the tape.
 - Ask the participants where the alcohol goes next (the blood stream). When people guess correctly explain that the blood stream goes everywhere in the body and so alcohol also goes everywhere in the body.
 - Ask where it reaches next? When people answer correctly confirm that it arrives at the brain. Ask the assistant (B) to attach the cut-out paper “brain” to volunteer (A).
 - Ask what effect participants think that alcohol has on the brain. Answers might include: makes us feel dizzy; makes it more difficult to control and co-ordinate our movements and our speech so we slur our words and stagger; makes us change our mood – feel sad, feel happy, feel irritable; takes away our normal inhibitions so we feel more brave and confident and friendly with others than usual; it reduces our ability to assess a situation accurately, so we think short-term and don’t imagine consequences to our actions. Alcohol can damage the brain long-term if you drink enough or drink often.
 - Ask where the alcohol reaches next? Confirm that it arrives at the liver. Ask the assistant (B) to attach the cut-out paper “liver” to the right place on the volunteer (A). Ask if anyone knows what the liver does – what function does it fulfil in the body? Explain that it clears poisons and dirt from the blood stream to keep us safe. Alcohol is a kind of poison so the liver starts to remove the alcohol from the blood. It removes the poison by breaking down the alcohol chemical to other less dangerous chemicals. When it has finished doing that then you no longer feel drunk or have a hangover.
4. Once you have attached all the required body parts to the volunteer (A), you can ask the group for their ideas about how and where alcohol leaves the body, repeating the process as indicated on the resource sheet.
 - Stick the different cut-out paper body parts in the correct places on volunteer (B) together with the correct percentage for example “lungs” and “2 - 4%”

(2 - 4% of the alcohol leaves the body via the breath coming out of our lungs when we breath).

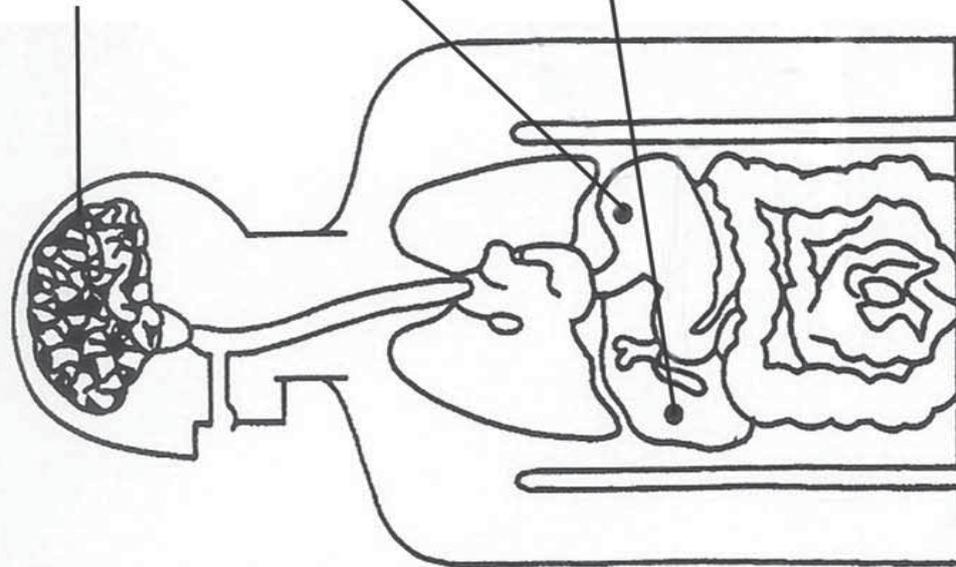
- The most important point about the way alcohol leaves the body is that it has to go through the liver in order for the liver to do its job to clean alcohol from the blood stream. When the blood stream is cleaned then alcohol can no longer reach the brain and all the other parts of the body that it damages. The function of the liver is to break down poisonous chemicals that enter the body that are dangerous for the body – like alcohol.
5. End the session by handing out copies of the resource sheet and asking the group (a) what they found most useful and (b) what they might do differently as a result of this session.
- If participants want to know more about the effects of alcohol on the body explain that the next session on the impact of alcohol will answer some of those questions.

Resource Sheet: How Alcohol Enters & Leaves The Body

Resource Sheet

Session 3:
How Alcohol Gets In &
Out Of Our Bodies

How alcohol enters the body



2. Brain

Alcohol arrives at the brain in the bloodstream. It affects the way the brain works so we perceive, think and feel differently from normal.

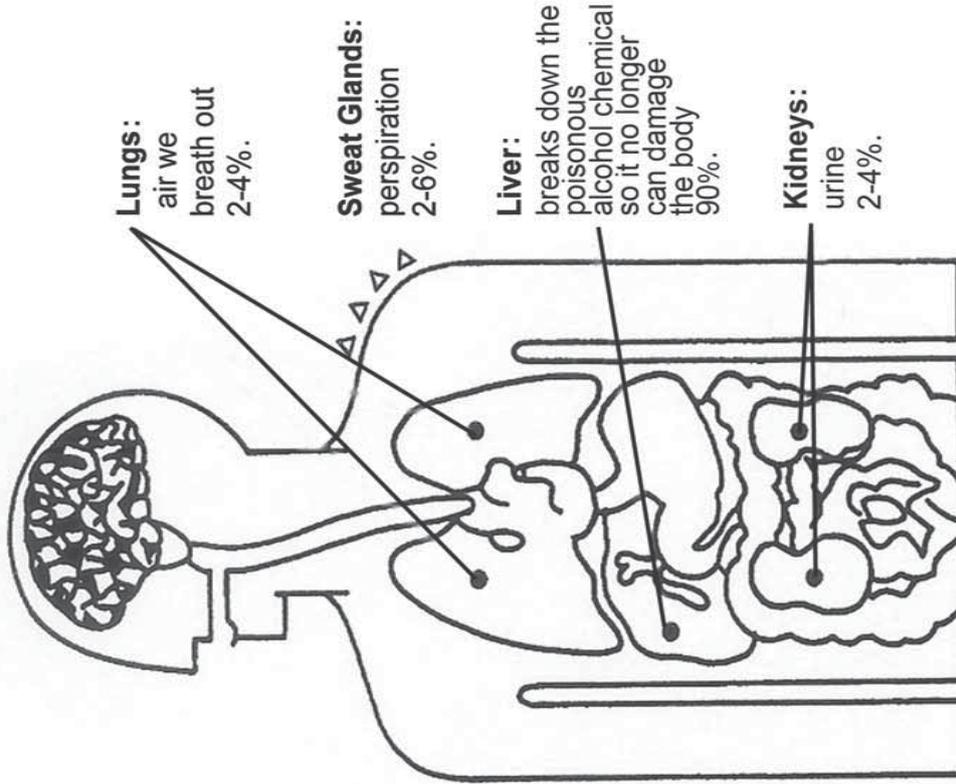
1. Stomach

After swallowing alcohol it enters the stomach. Then the alcohol is absorbed into bloodstream through stomach wall.

3. Liver

Blood passes through the liver which removes alcohol from the blood. The liver is the organ that removes poison from our bodies.

How alcohol leaves the body



Lungs:

air we breath out
2-4%.

Sweat Glands:

perspiration
2-6%.

Liver:

breaks down the poisonous alcohol chemical so it no longer can damage the body
90%.

Kidneys:

urine
2-4%.

Session 4: Impact & Effects Of Alcohol On Our Lives

What is it?

Small group discussions are followed by a big group discussion which uses a large drawing of the outline of a body to illustrate ideas about the impact of drinking alcohol has on the drinker, his family and community.

Why use it?

- To help young people become aware of the variety of negative effects of drinking too much alcohol on the body, mind, thoughts, feelings, behaviour and relationships of drinkers in both the short- and long-term.
- To give participants accurate information about the effects of drinking so they can use this information to make sensible decisions about whether they will drink and if so how they will drink.

Resources needed:

- Resource sheet “Impact & effects of alcohol on our lives” for everyone.
- Double flip chart paper size (or bigger) drawn outline of a body to use with participants to show and write different impact and effects of alcohol.
- A5 size coloured paper and pens for participants to draw and write their ideas on and stick these on the drawn outline of a body.
- Flip chart paper, marker pens, tape.

Time:

60 – 75 minutes.

Facilitators’ notes:

- Positive effects of drinking alcohol: some of the effects of alcohol are enjoyable. It is important to acknowledge that people drink because alcohol has some effects that they enjoy. Young people may know this already and they can discover this easily. If we just lecture young people about the bad effects without recognising the good effects young people will not pay attention to what we say. Alcohol and drugs are increasingly available to young people and young people have more modern independent lives with friends outside the family, so it is best to help them learn facts about drinking alcohol and reflect on their own and other people’s drinking experience, so they make their own sensible decisions about drinking – whether they want to decide not to drink or to drink safely and moderately.
- Some young people will have suffered from having a parent who drinks in a way that causes problems for example, acting violently, spending money on alcohol rather than on the family and ignoring the needs of their partner and children. If participants talk about this, pay attention and respond to

their feelings and ideas. If someone is particularly distressed follow the safety guidelines in the toolkit introduction. Remind people of the ground rules and confidentiality if you think that is necessary.

How to use it:

1. Explain that participants will spend time thinking and learning about the impact and effects of drinking alcohol.
 - Ask participants to think about their own and other people's experience in their homes and villages of the effect that drinking has on different people. What have they noticed? Elicit a few different answers and confirm that these are effects of drinking.
 - Explain that there are positive and negative effects of drinking alcohol and use any appropriate examples the participants have provided already to illustrate both positive and negative effects. Ask for a few more examples if you need to. Explain that the positive effects (like feeling confident and having fun and joining in a group activity and being accepted as a member of that group) are often the reason why people choose to drink.
 - Explain that there are effects on:
 - Our bodies (some of which have been mentioned in session 3 on how alcohol enters and leaves the body).
 - Our minds (the way we think and feel).
 - Our behaviour – what we do.
 - Our relationships with other people (including sexual relationships).
 - Our society and communities.
 - Write these categories up on the whiteboard.
 - Ask for one example for each kind of effect mentioned above to make sure participants understand that they should think broadly about the effects and impact of alcohol – not just about the immediate effects drinking too much alcohol has on the body.
 - Use the double flip chart paper size drawn outline of a body prepared beforehand to write up and show the participants' suggestions of different kinds of effects on the body outline. For example, "having liver disease" (the body) can be written near where the liver is (see session 3 resource sheet to find the liver); "feeling excited and confident" (the mind) can be written next to the heart or brain; "stumbling and falling over", "hitting people", "not going to work" can be written under a separate heading for "behaviour" near to the body outline; "wife and children feels disappointed because their husband/father spends money on drink and is aggressive" (relationships) can be shown as more simple drawings around the outside of the body outline.
 - Split participants into small groups to discuss.

- Hand out A5 size coloured paper so participants can draw and write their ideas about the effects on these and then stick the papers on the drawing of a body outline.
 - Remind people not to use real people's names when thinking about their experience in family and village of drinking (confidentiality).
 - Give people 20 minutes.
 - Check what small groups discuss and help them if necessary.
2. When the small groups have finished, ask them to stick their drawings and ideas on the drawing of a body outline.
- Help them do that in an orderly way so you have similar ideas placed next to each other.
 - Ask representatives from the groups to explain their ideas.
3. When participants have shared all their suggestions, you can continue to add new ideas and information they have not thought of to the flip chart paper. You can use the resource sheet overleaf to help you. Make sure that all the main points are represented on the body outline.
4. With participants briefly summarise the main positive effects of drinking. For example, joining in with social events; feeling happy and confident and friendly with others; daring to dance and chat and sing; having fun. Say that these are the reasons that attract people to drinking. Ask participants what they think about the positive impact. If you drink occasionally and moderately alcohol can be one way to have fun. The impact is mainly short-term. It makes you feel confident for a few hours not forever!
5. With participants summarise the main negative effects of drinking.
- Underline or highlight these main effects on the body outline so they can be seen easily.
 - Point out that the most serious impact is long-term: accidents, damaged relationships, damage to the brain and liver, losing a job, etc.
 - Point out that these impacts are a result of drinking too much occasionally or drinking too much regularly.
 - For example, to be injured or die in a traffic accident because you or someone else is drunk or to get HIV or to transmit HIV to others (if you are HIV positive) or to become pregnant or make your partner pregnant because you were drunk and had sex without using a condom or make your partner have unwanted pregnancy.
 - Other effects build up over time when a drinker has a pattern of drinking too much and so loses his job or damages relationships with his family

and/or neighbours or damages his liver.

- One example of a negative impact which goes along with frequently drinking too much is domestic violence. Research in Cambodia shows that 40% of women whose husbands often get drunk suffer serious violence from those men compared to 9% or less of women whose husbands never drink or drink, but don't get drunk or get drunk rarely. So men who get drunk frequently also tend to use violence in the home. (Cambodian Demographic Health Survey 2005, chapter 21)

6. End the session by handing out copies of the resource sheet. This shows the serious effects of drinking too much too often – “high risk” drinking.
7. Ask participants (a) what they found most useful and (b) what they might do differently as a result of this session.
8. Keep the flip chart paper drawing of the body outline showing effects of drinking to use in the next session 5.

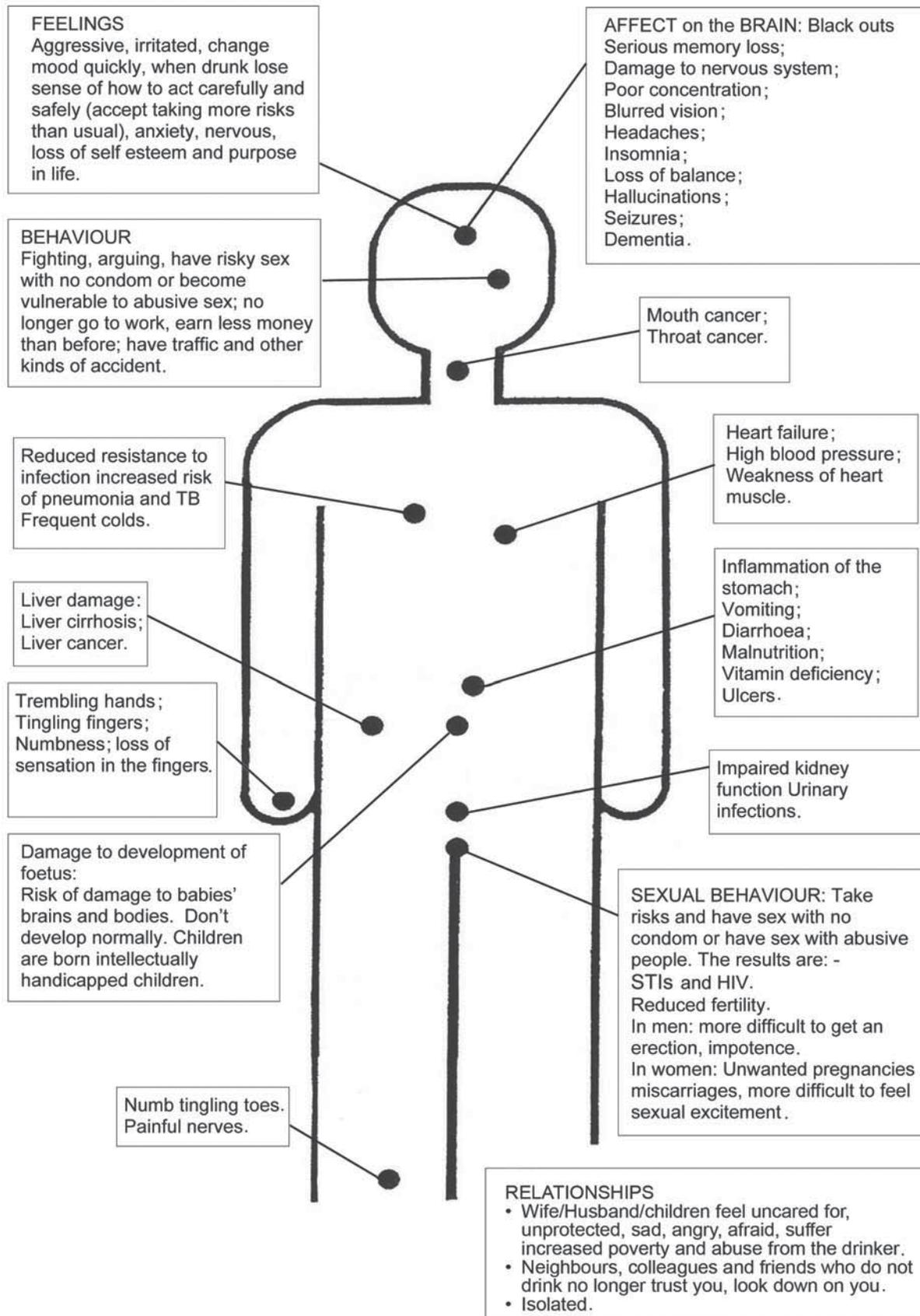
Ideas Into Action: ask group members to share what they learned with their friends or family by showing them the fact sheet.

Resource Sheet

Session 4:
Impact & Effects Of Alcohol
On Our Lives

Resource Sheet: Impact & Effects Of Alcohol On Our Lives

Negative Effects Of High Risk Drinking: Too Much Too Often



Session 5: Safer Drinking

What is it?

An activity to share ideas about problem drinking and safer drinking.

Why use it?

- To distinguish between habits of drinking that are acceptable and not harmful and habits of drinking that are problematic or risky.
- For participants to make their own guidelines for “safe” drinking (which includes no drinking).
- To consider what alternative behaviour and activities they can adopt instead of drinking or instead of excessive drinking.

Resources needed:

- Resource sheet “Safe Drinking” to hand out to everyone.
- Flip chart paper, marker pens, tape.

Time:

60 minutes.

Facilitators’ notes:

- The point of this session is to show young people that they can learn from their own and other people’s experience to decide for themselves what is safe and what is dangerous drinking. These “common sense” guidelines are easier to implement in real life than learning how to make complex calculations of how many “units” of alcohol it is safe to drink a day (which is another scientific way to assess safe drinking.)
- As in other sessions in the toolkit this session helps young people to prepare themselves for adulthood and to think what kind of person they want to be - to decide not to drink or to drink moderately.
- This session links to session 2 on the reasons and occasions that lead people to drink and session 4 on the positive and negative effects of drinking alcohol.
- This session also links to chapter 1 sessions 7 and 8 on paying attention to our feelings and taking three steps to dealing with difficult feelings positively as an alternative to drinking. Chapter 3 on family relationships also has a session (session 11) helping men find alternative ways to solve problems instead of using violence. Some of those suggestions could be useful in this session as alternative ways to deal with feeling angry and frustrated instead of drinking.

How to use it:

1. Explain in this session participants are going to work out their own guidance for safe drinking.
2. Remind the group that alcohol is a drug but that like many drugs it is not illegal. Many people drink alcohol and do not have problems with it. Some people think its fun to drink a little sometimes. Some don't ever enjoy it. But because alcohol affects the way we think, feel and behave – drinking too much, or drinking too much too often and drinking for the wrong reasons can lead to big problems.
 - Ask participants to recap briefly. What do they remember about the kind of problems (negative effects) that they listed in session 4 on the impacts and effects of drinking alcohol?
 - Show the drawing of the body outline with the main kinds of negative effects emphasised from session 5.
3. Draw a line down the centre of a piece of flip chart paper. On one side write “when drinking is not a problem” and the other “when drinking is a problem”.
 - “When drinking is not a problem:” explain that you want participants to give examples of the kinds of behaviour, habits of drinking and reasons for drinking and effects of drinking that are signs of acceptable drinking. For example: drinking occasionally; drinking to join in occasional parties or celebrations; drinking for fun to relax and dance and chat and sing with friends; not relying on drinking alcohol for anything; not drinking to get drunk.
 - “When drinking is a problem:” explain that you want participants to give examples of the kinds of behaviour and habits of drinking and reasons for drinking and effects of drinking that lead to drinking which causes problems for the drinker and maybe for his family, friends and neighbours too.
 - The work participants did on the negative effects of drinking in session 4 will help here.
 - Facilitator refer to the resource sheet for guidance.
4. Brainstorm: ask for many examples for both headings and write them on the paper under the appropriate heading.
 - Use an example or two from the resource sheet if you need to stimulate the participants if they need help.
 - At the end of this brainstorm prompt participants to elicit any of the main ideas about problem drinking that they have missed that are on the resource sheet.

5. When the two lists are complete write “safe drinking” at the top of the list, “when drinking is not a problem” and “risky drinking” at the top of the list headed “when drinking is a problem.”
 - Read through each list.
 - Ask participants to consider and summarise the main differences between safe and risky, problem drinking.
 - For example:
 - One big difference is how much a person drinks. If they drink every day then alcohol becomes a problem.
 - Another difference is if they drink to get drunk: if someone always and often drinks to become drunk then that is a problem
 - Another difference is the reason a person drinks. If he relies on drinking to have friends and fun and cannot have fun unless he drinks or has no friends except for friends who always drink, then it is a problem. He is likely to be pressurised by drinking together with others to do dangerous things like driving when drunk or having sex without a condom. Or he may be pressurised to do abusive things like sexually abusing women or girls because he wants to be like his friends. Or he may become addicted.
 - Another difference is when someone drinks because they do not know any other way to deal with worries and difficult feelings. They become dependent on drinking to feel better for a while when they have a problem. This way of solving problems usually makes the problems worse.
 - Another difference is when drinking alcohol has had a bad effect on a person’s relationships in the family or with neighbours or at work or school. Acceptable drinking does not change your relationships with other people.
6. Write up a third heading “how to avoid risky drinking”.
 - Ask the group if they have any suggestions about how to avoid drinking too much. Some young people say they have to drink because they have no other way to have fun and make friends. What can you do instead of drinking to make friends or to solve problems or feel happy? Or how can you still drink sometimes but drink less?
 - Write their ideas up under the new heading.
 - Refer to the resource sheet and prompt for any main ideas that are missing on the participants’ list.
 - Summarise their ideas.
7. Ask if they have any questions before handing out the resource sheet. Ask for volunteers to read it out to the group.

- Explain that the ideas related to safer drinking are based on research with real people who have had problems with alcohol.
- Answer any questions.
- Ask people (a) what they found most useful and (b) what they might do differently as a result of this session.²⁰

Ideas Into Action: ask group members to share what they learned with their friends and/or family by showing them the fact sheet and/or ask them to design a simple poster to help publicise safer drinking. They can share what happened/or their poster at the next session.

²⁰ This tool is partly inspired by a session in the WV Peace Education Curriculum For Youth Peace Clubs.

Resource Sheet: Safe Drinking

SIGNS OF PROBLEM DRINKING:

- Where someone drinks every often.
- Where someone gets drunk every time they drink.
- Where someone gets so drunk they vomit.
- When their drinking affects their relationships badly e.g. in their family, with friends who don't drink too, at work.
- When their only friends are people who all drink together.
- When they do dangerous things after drinking like having sex with no condom or driving when drunk.
- When they are aggressive and violent after drinking.
- When they spend too much money on alcohol.
- When their drinking affects their work or school.
- When they drink because they don't know any other way to deal with problems.

IF YOU OR SOMEONE YOU KNOW HAS A PROBLEM WITH ALCOHOL:

- Find other ways to solve problems other than drinking alcohol.
 - Pay attention to your feelings and ask yourself what you feel like.
 - Work out why you feel like that: what happened? What's the problem?
 - Think of a first step you can take to solving the problem – a positive action to make things feel better and that does not harm anyone else.
- Talk to someone who is supportive when you need help and who will not influence you to drink.
- Find some fun activities with other people that do not depend on drinking (like coming to toolkit workshops!)
- Have at least two or three alcohol free days a week.
- If going out, decide beforehand how much you will drink and stick to your plan.
- Practice ways of saying "no" to drinks. It's fine not to drink. If your friends try to pressurise you to drink find some new friends!
- Drink more slowly.
- If at a beer garden, do not let your glass be refilled unless it is empty.
- Make sure you leave the glass empty for some time before refilling your glass.
- If you are really thirsty – make sure you drink lots of water instead of quenching your thirst with alcohol.
- Mix beer with soda.
- Find out more about alcohol – this will help you deal with it better.

Session 6: What Are Drugs?

What is it?

Pairs and big group discussions about the characteristics and effects of drugs used in Cambodia.

Why use it?

- To help participants learn about the characteristics and effects of different drugs.
- To learn that beliefs about drugs making you strong or curing illness are not true.
- To learn that drugs can make a person addicted to them mentally and/or physically and to reflect on the effects of addiction.
- To learn what drugs make people take risks and do dangerous things and reflect on the effects of taking those risks.

Resources needed:

- Photo-cards of drugs with their descriptions on the back – these include names of the drugs and how they effect people. Make these cards from resource sheet 1A (photos of drugs) and resource sheet 1B (information about each drug). Make the photos A4 size so participants can see them when they are hung up for display.
- A bag or box from which participants can pick the photo-cards.
- Resource sheet 2 – Information on drugs. This is for facilitators but could also be copied to give participants as handouts too.
- A box for participants to put their anonymous questions into.
- Flip chart paper, marker pens, tape.

Time:

90 minutes.

Facilitators' notes:

- There is a resource sheet to accompany this session that lists the drugs that are most commonly used in Cambodia, whether they are stimulant or depressant drugs, whether they can become addictive and their short term and long term effects. Facilitators should prepare for using this tool by reading and becoming familiar with this information.
- It would be very helpful if you know something about young people and drug use in the area where you are holding this toolkit workshop so that your sessions on drugs are relevant to the real experience of these participants. Make this part of the needs assessment you carry out before planning the workshop.

- About finding help for drug users: read the section on this in the introduction to this chapter.
- If you have already used the alcohol sessions with participants then they should recognise many of the ideas about drugs from those previous sessions. So ask participants to make the link between these sessions on drug issues and those on alcohol. Some links are: the fact that drug use – like alcohol use – affects people’s feelings, behaviour, relationships and lives and has long as well as short-term effects. Long-term effects are often negative.
- One important difference between drugs and alcohol that it is important to make clear is that using drugs is illegal and using alcohol is not.
- Facilitators need to be sensitive to the fact that some people in the group may have used or be using drugs. Don’t ask for personal information. Be careful not to be judgemental. However talk seriously about the negative effects of drug use and addiction.
- As with the sessions on drinking alcohol acknowledge that one reason people take drugs is because they like the way the drug makes them feel and act in the short-term. Young people need help to consider all the consequences of drug use – not just the immediate positive affects. They need help to reflect on the reasons they might take drugs and consider whether there are alternative ways to meet their needs instead of taking drugs, for example, other groups of friends to join and other ways to have fun and excitement.
- With the other facilitators plan how to use the anonymous question box and where to keep it – so it is really anonymous. Remember to check the box to find any questions. Remember to search for the answers to the questions using the resource sheet and the Internet – Google and Wikipedia. Remember to find time to read out and answer the questions with all the participants.

How to use it:

1. Explain that this session will be about drugs and about what drugs are.
 - Asking participants their ideas about what a “drug” is.
 - After a few people have given their ideas – share this definition with the group. Write it on the whiteboard or flip chart paper.
“A drug is a substance containing a particular chemical. Each drug is a different chemical. When you put this chemical in your body, it changes the way your brain works so you see things differently, think differently, feel differently and your body acts differently than normal. It can change the way you behave. It has short-term effects immediately after you use it. And drugs have long-term effects that build up over time as you repeatedly use it.”
2. Pass the bag with the photo-cards of all the drugs that people use in Cambodia in it around and ask each person to take one photo-card from the bag and read the description on the back of each picture aloud.

- Pass the photo-cards around so people can see them.
 - Then display all the photo-cards on the whiteboard so everyone can see them.
3. Ask what people think about including alcohol as a drug?
- Ask them to read the definition of a drug again and think about it in terms of alcohol. Ask, how does alcohol change the way you see things look, or the way you feel, or the way you act?
4. Once all the drugs are displayed, ask the group what they know about each kind of drug.
- Write the information people tell you that is correct in a column below each drug.
 - This is an opportunity for the facilitator to let people know that some common beliefs about drugs (and alcohol) are not true. So if someone says something that is not true, for example, “*yama cures one hundred diseases*,” correct the information in a gentle and non-judgemental fashion. Use the resource sheet 2 for guidance. Say that drugs often make people feel wonderful for a short time. They don’t really make you stronger or healthier in fact they do the opposite.
 - Add any main points of information that participants miss or don’t know to the column using the resource sheet 2.
5. Explain that drugs can be divided into two categories. These are 1) stimulants and 2) depressants.
- Stimulants increase your heart rate, pump blood through the heart faster and make people feel lively and energetic. They cannot sleep.
 - Depressants slow down the heart rate and make people feel drowsy and relaxed.
 - Ask the group if they know which of these drugs are stimulants. Correct their answers or tell them about the most common drugs for example, alcohol is a depressant and yama is a stimulant.
 - Explain that drugs that stimulate you can make you feel very energetic and strong. They do that by forcing your body to work beyond its normal capacity. When the effect of the drug is over then your body is damaged and has to try to recover. After awhile the drug makes you feel different for example, anxious and paranoid instead of lively and confident. Every time you take the drug you need more to get the same effect and you force and damage your body more and more.
 - Explain that drugs that depress the body can reduce awareness of pain and stress so you might feel more strong and energetic for a while.
 - Explain that it is never good to take two drugs at the same time and especially dangerous to take stimulants with depressants because one drug is telling your heart to go faster and another drug is telling your heart to go slower. Your body finds it hard to cope with one drug. But if you give your body a drug doing two opposite things you will really harm your body.

6. Ask participants if they have heard about “addiction” and what it means.
 - Write up the main correct points they raise on flip chart paper.
 - Ask people to read the definition you have prepared earlier on flip chart paper: “addiction describes the state when your body or mind craves a drug whenever the levels of the drug in your body become low. If you are addicted and you do not take the drug that you are addicted to, your body or your mind will make you want the drug again. Sometimes your body will begin to shake, or give you headaches, or make you feel very miserable and despairing and ill until you take the drug. Addiction is when the drug begins to control you, instead of you controlling the drug”.
 - Briefly compare the ideas participants had and the definition: what new information does the definition give people about “addiction”?
 - Emphasise that not all people who have taken drugs become addicted, but anyone who takes drugs often will become addicted. People who become addicted often believed they will not become addicted. At first they deny that they will not be able to control the drug. Then they discover they cannot control it.
 - Ask participants to list some behaviour of addicted people that they know about. Write the question on the flip chart paper. Put participants into small groups or pairs to discuss for 5-10 minutes. Elicit a few examples first to check that people understand what you mean by “addictive behaviour,” for example what addicted people’s behaviour is like in their families or in the village? This is not just about people being drunk or intoxicated. It is about the behaviour of people who are addicted and who feel they must have the drug regularly.
 - After the pairs have discussed bring them back to the big group and ask for everyone’s ideas on the behaviour of addicted people. For example: people addicted to alcohol or yama will often spend all their money, or their friends’ and family’s money for a drink and when they cannot get drink or yama their hands or body might shake.
 - Ask the group to put all the photo-cards of drugs that are addictive together in one place on the board. Fill in any they miss (all the drugs on the list have been proven to be addictive).

7. Ask the participants which drugs make you take more risks or do things you would normally not do unless you have used drugs. Which drugs are dangerous? What kind of risks do they make you take? What real examples of this behaviour have people seen? (However they should not use names of people – remind participants of the ground rules and confidentiality).
 - Write the questions up.
 - Put participants into pairs or small groups to discuss together for 5 -10 minutes.
 - Before they start discussing in pairs elicit a few answers to your questions to check people understand correctly.

- After the pairs have finished discussing, ask people in the big group to explain their ideas about which drugs make you take risks and what kind of risks.
 - Ask people to give real examples (if they know them), without using names, of times when they know people have taken risks because of drugs. Help them consider risks such as driving too fast, getting into fights, stealing things, having sex with people they don't really like or care about who they would not have sex with if they were in control of themselves, having sex in an abusive way etc.
 - Explain that after using a drug or drinking alcohol, people often take very dangerous risks. One of the most dangerous is having sex without a condom. When we ask people about this in research they say things like:
 - "I know that many sex workers carry HIV/AIDS, and I want to use a condom, but when I am drunk I sometimes forget."
 - "When I take yama I feel brave and strong and sometimes I don't care any more about using a condom. At that time I don't care about the future".
 - "When I go out drinking with all my friends and we go to a brothel, I bring a condom. But if I drink too much I sometimes forget to use it. The next morning I am very worried."
 - Ask what the consequences of all this risky behaviour might be, for example: death, injury, illness, hurting people you love and making them mistrust you, hurting women and girls through abusive sex, getting into trouble with the police and local authorities, losing warmth and support from friends and family etc.
8. Ask people to volunteer what was the most interesting thing they discussed in this session.
9. Hand out copies of resource sheet 2 (the detailed information about each common drug). Ask people to read it and keep it carefully for the next session.
10. Explain that we have an anonymous question box for people to leave questions about things they want to know more about.
- Tell them that they can put questions in it and that no one, not even the facilitators will know who asked the question.
 - Tell people where the box is kept. They can put questions in it when they are not in sessions. They should write their question very clearly so the facilitator can try to answer it properly.²¹

²¹ This session was originally produced & used in the Playing Safe Manual published by CARE Cambodia & has been amended for use in this toolkit.

DRUGS IN CAMBODIA

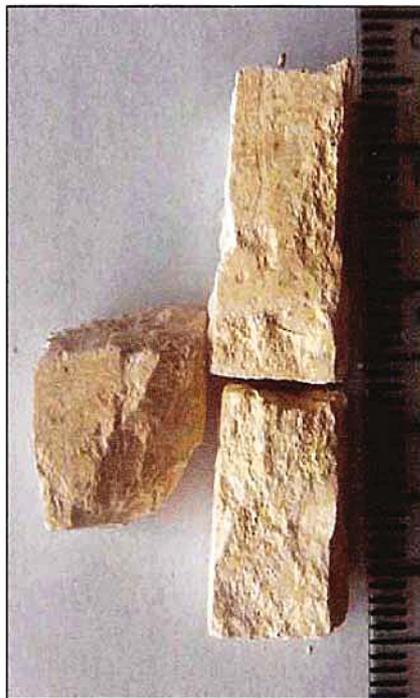
1. Opium



Opium fruits & flowers (poppy)



Black heroin resin found in Cambodia

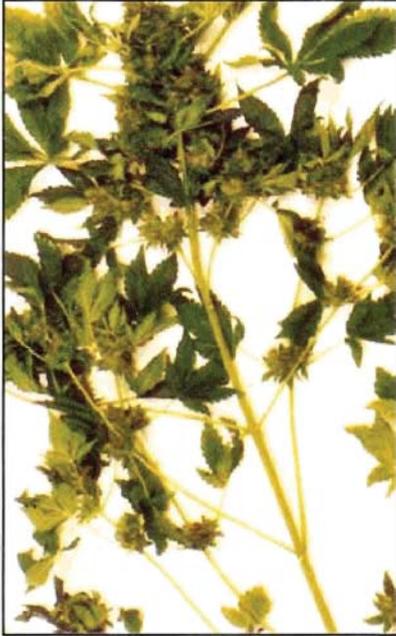


Heroin powder found in Cambodia



Heroin tablets found in Cambodia

2. Ganga/Ganja (Marijuana/Cannabis)

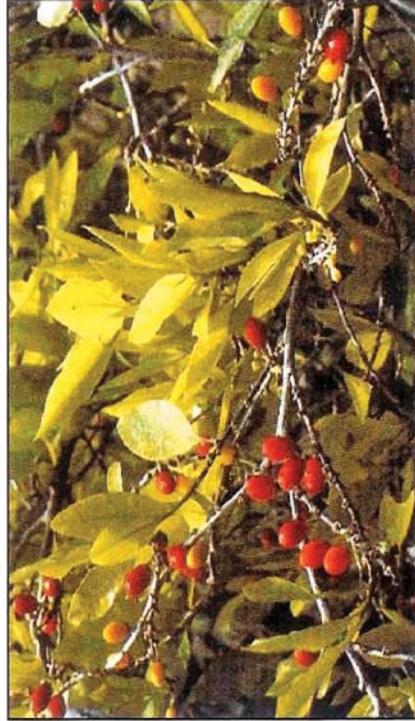


Marijuana leaves



Black & brown marijuana resin
found in Cambodia

3. Cocaine



Coca plant

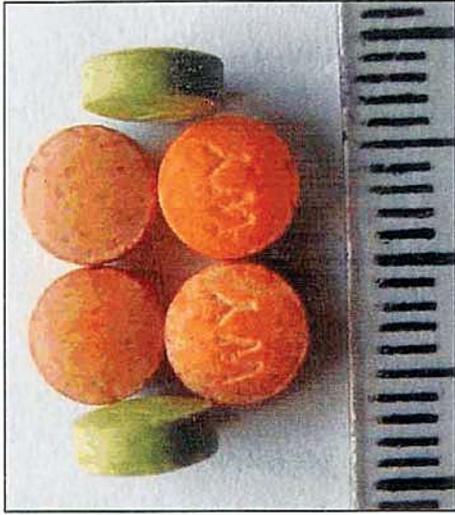


Cocaine that results from
the addition of chemical substances

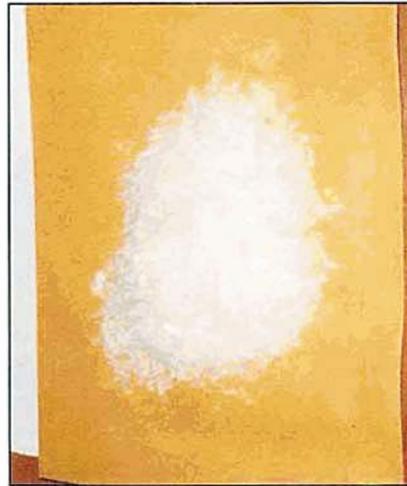
4. Methamphetamine - Yama (Crazy drugs)



Methamphetamine found in Cambodia



Methamphetamine



Methamphetamine powder found in Cambodia



5. Glue



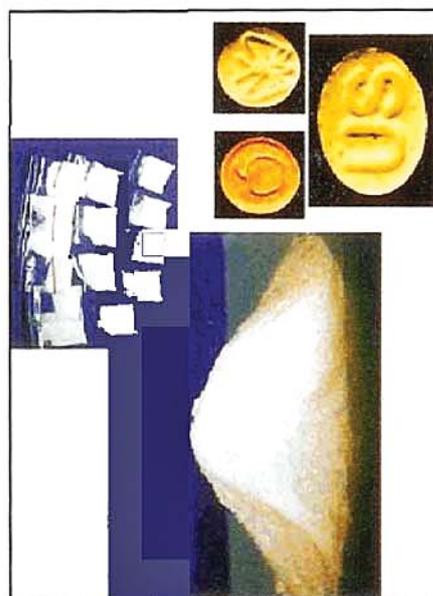
Ketamine for injection



7. Ecstasy (Sky)



6. Ketamine tablets



Ketamine powder

Resource Sheet 1 B

Session 6:
What Are Drugs?



Resource Sheet 1B: Alcohol & Drugs

What are drugs?

Information about drugs

Cut these rectangles of information for each kind of drug and stick to the back side of the photo-cards of the same drug. The photos of each kind of drug can be found on resource sheet 1A.

1. Heroin

Heroin is made from opium which is made from the sap of the opium poppy.

- It is snorted, smoked or injected.
- Heroin users experience euphoria, cannot think sensibly and act as if they are asleep when they are awake.
- Heroin is very addictive.

2. Ganga/Ganja (Marijuana/Cannabis)

- Ganga is a depressant that is smoked or eaten with food.
- Ganga users feel relaxed, sometimes sleepy and often feel sleepy or silly.
- Ganga is addictive.

3. Cocaine

- Cocaine is a stimulant that is snorted in a powder form.
- Cocaine users experience a surge of energy, an increased desire to take risks, a decreased appetite and are constantly moving their bodies.
- Cocaine is addictive.

4. Yama (Methamphetamine)

Yama is a stimulant that can be swallowed as a pill or smoked.

- Yama users experience euphoria, a surge of energy, an increased desire to take risks, a decreased appetite and are constantly moving their bodies.
- Yama is very addictive.

Resource Sheet 1 B

Session 6:
What Are Drugs?



5. Glue

- Glue is a depressant that is inhaled.
- Drug users often feel dizzy, disorientated and drunk.
- Glue is addictive.

6. Ketamine (K or Special K)

- Ketamine is a depressant that can be swallowed as a pill.
- Ketamine users feel sleepy or “drunk.” They feel far away from the real world. Sometimes they have hallucinations.
- Ketamine is addictive.

7. Ecstasy (Sky)

- Ecstasy is a stimulant that is swallowed as a pill.
- Drug users experience a sense of warm closeness with other people, a constant desire to move and reduced anxiety.
- Ecstasy is addictive.

Alcohol

- Alcohol is a depressant that is swallowed as a drink.
- Drug users often experience slowed responses and feel dizzy or disorientated.
- Alcohol is addictive.

Resource Sheet 2: What Are Drugs?

More Information About Common Drugs

Resource Sheet 2

Session 6:
What Are Drugs?

NAME OF DRUG	POSSIBLE SHORT TERM EFFECTS	POSSIBLE LONG TERM EFFECTS	ADDICTIVE?
Yaba or Yaba (Methamphetamine) <i>Stimulant</i>	<ul style="list-style-type: none"> ■ Feel more strong and brave - more likely to take risks, get in fights with people stronger than you ... ■ Do things you normally don't, embarrass self. ■ Don't sleep or eat. ■ Next morning feel very slow and sad. ■ Can feel paranoid. ■ More likely to have sex without condom. 	<ul style="list-style-type: none"> ■ Problems with your heart. ■ Become nervous, always moving. ■ Become very thin and skin looks old. ■ More likely to get hurt in fight, have an accident on a bike, etc. ■ Addicted people say they steal (from parents or snatch bags from strangers), many say they pawn things like telephones to get money for more drugs. ■ Feel very sad without the drug. ■ More risk of HIV. 	<ul style="list-style-type: none"> ■ Yes
Cocaine <i>Stimulant</i>	<p><i>Heart rate slows</i></p> <ul style="list-style-type: none"> ■ Look and act like you are drunk, or sleepy. ■ Difficult to think, or remember. ■ Difficult to drive moto, many accidents. 	<ul style="list-style-type: none"> ■ Feel very sad. ■ Become paranoid. ■ Your brain does not work very well, you forget a lot and think more slowly. 	<ul style="list-style-type: none"> ■ Yes
Cocaine <i>Stimulant</i>	<p><i>Heart rate increases</i></p> <ul style="list-style-type: none"> ■ Don't need to sleep or eat. ■ Often have nose bleeds. ■ Feel more strong and brave - more likely to take risks, get in fights with people stronger than you ... ■ Do things you normally don't, embarrass self. ■ Some people cannot control their thoughts and have a very bad time. 	<ul style="list-style-type: none"> ■ Damage to the nose, throat, lungs and heart. ■ Serious mental illness. ■ Loss of smell and taste. ■ Become nervous, always moving. ■ Become very thin and skin looks old. ■ Addicted people say they steal (from parents or snatch bags from strangers), many say they pawn things like telephones to get money for more drugs. ■ Feel very sad without the drug. 	<ul style="list-style-type: none"> ■ Yes
Ecstasy/Sky <i>Stimulant</i>	<p><i>Heart rate increases</i></p> <ul style="list-style-type: none"> ■ Feel desire to have sex, but often are not able to have sex. ■ Can suffer serious dehydration - fainting, headaches, need to drink water. ■ Keep moving all the time. 	<ul style="list-style-type: none"> ■ Problems in your kidneys, liver and pancreas. ■ Hands tremble all the time. ■ Very thin. ■ Serious paranoia. ■ Feel very sad all the time. 	<ul style="list-style-type: none"> ■ Yes

More Information About Common Drugs

Resource Sheet 2

Session 6:
What Are Drugs?

NAME OF DRUG	POSSIBLE SHORT TERM EFFECTS	POSSIBLE LONG TERM EFFECTS	ADDICTIVE?
<p>Heroin <i>Stimulant</i></p>	<ul style="list-style-type: none"> ■ Feel euphoria. ■ Behave like asleep when awake. ■ Forget things. ■ Have problems thinking logically. ■ The euphoria last for a smaller and smaller time. 	<ul style="list-style-type: none"> ■ Mental illness. ■ Very thin. ■ High chance of addiction. ■ High chance of death from overdose. ■ Problems in heart, veins and skin problems. ■ If you smoke: cancer and lung problems. ■ If you inject: risk HIV and Hepatitis C. ■ Addicted people say they steal (from parents or snatch bags from strangers), many say they pawn things like telephones to get money for more drugs. 	<ul style="list-style-type: none"> ■ Yes
<p>Glue <i>Depressant</i></p>	<p><i>Heart rate slows</i></p> <ul style="list-style-type: none"> ■ Behave as if drunk. ■ Feel dizzy, no balance. ■ Burn mouth and nose.. 	<ul style="list-style-type: none"> ■ Damage to the brain, can not think well, forget a lot of things. ■ Mental illness and paranoia. ■ Depression. ■ Hands shake all the time. 	<ul style="list-style-type: none"> ■ Yes
<p>Ganga <i>(Marijuana)</i> <i>Depressant</i></p>	<p><i>Heart rate slows</i></p> <ul style="list-style-type: none"> ■ Feel sleepy or silly. ■ Some people cannot control their thoughts and have a very bad time. 	<ul style="list-style-type: none"> ■ Mental health problems. ■ Cannot think well, forget a lot. ■ Become very thin. ■ Loose motivation and ambition. 	<ul style="list-style-type: none"> ■ Yes
<p>Alcohol <i>Depressant</i></p>	<p><i>Heart rate slows</i></p> <p>After large amounts:</p> <ul style="list-style-type: none"> ■ Take risks – e.g. unprotected sex. ■ Slows responses, more likely to crash car/ moto, knock over table, spill drinks, fall over etc. 	<ul style="list-style-type: none"> ■ Damage to skin. ■ Addicts (alcoholics) often loose jobs, friends and partners. ■ Damage to liver and brain. 	<ul style="list-style-type: none"> ■ Yes

Session 7: Why Do People Take Drugs?

What is it?

A case study exercise to discuss in a big group.

Why use it?

- This activity helps participants talk about the events and circumstances in their lives that may encourage or discourage drug use.
- Participants will also learn more about the short- and long-term effects of drug use.

Resources needed:

- Resource Sheet photograph of “Veasna”: make a large poster size copy of the photo so that all the participants can see it clearly when it is displayed on the whiteboard.
- The resource sheet 2 from the previous session 6 for the facilitator and for the participants.
- The questions in the anonymous question box from the last session.

Time:

60 - 90 minutes.

Facilitators' notes:

- About creating a young person called Veasna.
 - If there is a participant or facilitator named Veasna, then change the name of the character to something else.
 - If you are facilitating a group of young people outside of Phnom Penh, then adapt the story to make it more like the participants' everyday lives in the place that they live. Use what you learned about the participants and young people in their area from the training needs assessment you did before starting the workshops and what you have learned about their lives and experience since then during workshops.
- Gender: the case study is of a young man. There is no case study for a young woman. The little research done in Cambodia on drug use shows that it is more often young men who have problems with drugs (and drink). However some girls and women do use drugs (and drink alcohol in a risky way) so the facilitator should make that point to the group. Girls in town have increasing freedom and sometimes use drugs and alcohol in the same way their brothers and boyfriends do. As well as all the problems that men have with risky drug use, girls also can become pregnant and become more vulnerable to sexual abuse. Girls and women also suffer from the effects of their brothers, friends, boyfriends, husbands and fathers using drugs or drinking alcohol in a risky way.

- Facilitators need to be sensitive to the fact that some people in the group may have used or be using drugs. Don't ask for personal information. Be careful not to be judgemental. However talk seriously about the negative effects of drug use and addiction
- Young people do not like being deceived - they know there are reasons why people take drugs. We want to give them true and correct information about drugs, so that they can make better decisions. We want them to trust the information we provide. So facilitators should mention the positive effects, which are the reasons why people use drugs and drink alcohol.
- This session focuses on "yama" and a little on heroin. That is because these drugs seemed to be the ones most commonly used by young people at the time this toolkit was written. If you know that young people in the area you are holding toolkit workshops are using another kind of drug then make that drug the focus of "Veasna's" story instead of yama.
- With the other facilitators plan how to use the anonymous question box and where to keep it – so it is really anonymous. Remember to check the box to find any questions. Remember to search for the answers to the questions using the resource sheet and the Internet – Google and Wikipedia. Remember to find time to read out and answer the questions with all the participants.

How to use it:

1. Begin by explaining that these days in Cambodia some young people come under pressure to use drugs.
2. Hang up the picture of Veasna - an image of a normal Khmer teenager.
 - Introduce "Veasna" to the participants.
 - Tell the group he is a typical Khmer teenager. Veasna lives in Phnom Penh. When he grows up he wants to be a football player. He thinks he is in love with a girl in his class who he wants to marry someday. He likes to go out on the weekends and go dancing. He doesn't want people to look down on him; he wants to be independent and wealthy.
 - Veasna has never taken drugs but everyday something happens or someone says something to him that makes him think maybe he should try drugs.
3. Ask the group what are some of the things that make Veasna want to take drugs.
 - It is important to encourage everyone to offer their own reasons. The reasons the participants raise are the most important, because they tell us about the real pressures in their lives. If they come up with a reason that is not on the list above, make a note of it in the session so you can use it next time.

- List the reasons given on a page of flip chart paper to the right of the picture.
 - If people have difficulty coming up with ideas ask them questions based on the list of things that can pressurise young people to take drugs (or drink alcohol) below.
 - Pressure from peers: saying, for example, “you are not strong enough”, “you are too afraid” or “you are not a real man”.
 - Stress: He’s worried because his mum is ill or his parents don’t have enough money to send him to university or he’s afraid he will fail exams etc ...
 - Loneliness: Either Veasna has no true friends and drugs make him feel less lonely, or Veasna’s friends say, for example, “you cannot hang out with us unless you take drugs like us.”
 - Social pressure: Similar to the above, Veasna might take drugs to be like all of his friends.
 - Desire to be grown-up: He wants to show independence and adulthood, he wants to show his parents do not control him.
 - Curiosity: He wants to know what it is like to take drugs. He wants to do something exciting.
4. Ask people what they remember about the different ways that different drugs affect people’s lives from what they learned in session 6 “What Are Drugs?”
- Explain that there are short-term effects, which are the way the drug changes a person while they are using it and long-term effects, which are the way the drug changes the person when they have used it after a period of time.
 - Draw a time line horizontally on the whiteboard. Write “short-term effects” at the beginning, and “long-term effects” further along the line.
 - Refer to resource sheet 2 from the previous session 6 for guidance.
 - Ask the participants: What are the short-term effects of using yama?
 - List what participants say that is correct. If people say anything that is incorrect, then take that opportunity to explain why it is wrong and what is right.
 - Add any major effects participants miss. Be certain the list includes the effects that are the reasons that make people want to take them (for example, feeling more confident and brave). These positive effects are all short-term.
 - Ask what are the long-term effects of heroin? List what participants say that is correct. If people say anything incorrect then gently explain why its not correct.
 - Repeat the steps above for yama but this time for heroin.
5. Return to the picture of Veasna. Ask the group to list some of the things that could make Veasna decide not to take drugs.
- Ask people to think of other people in his life, his hopes for the future as well as the negative long-term effects that he knows about (now) on his body.
 - List the reasons given on the flip chart paper to the left-hand side of Veasna’s picture.

- These reasons not to take drugs might include:
 - He is afraid to anger or upset his parents.
 - He is afraid of losing control.
 - He has seen other young people on drugs and is afraid to become like them.
 - He is afraid it will hurt his future goals – to be a footballer, to be independent and not to be poor, to marry the girl he's in love with.
 - He's afraid he'll waste his money and there are other things he wants to buy.
 - Drugs are against his personal beliefs.
 - Drugs are against his religious beliefs.
 - He doesn't need them.
 - He isn't interested.
 - Fear of losing friends/girlfriend.
 - Using drugs is against the law.²²
6. Ask the group what the most important things are that they have learned in this session and what they might do differently as a result.
7. Read the answers to the questions from the anonymous question box. Ask if anyone wants to add some more.

²² This session was originally produced & used in the Playing Safe Manual published by CARE Cambodia & has been slightly amended for use in this toolkit.

Resource Sheet

Session 7:
Why Do People Take Drugs?

Resource Sheet: Why Do People Take Drugs?

“Veasna”



Session 8: Veasna's Life With & Without Drugs

What is it?

A big group discussion continuing to use the same case study as was used in the previous session 7, with a song from the pop star Moun Mara.

Why use it?

- To enable the group to consider the consequences of drug use by applying what they have learned about short- and long-term effects of using different drugs to a case study.

Resources needed:

- The picture of Veasna used in session 7 "Why Do People Take Drugs?"
- The two flip chart paper lists of reasons that Veasna would not use drugs or might use drugs from session 7.
- Answers to any new questions in the anonymous question box.
- The song on CD "Don't Use Drugs" by Moun Mara.
- A CD player to play the song.
- Resource sheet with the words to Moun Mara's song to hand out to everyone.
- Flip chart paper, markers, tape.

Time:

60 minutes.

Facilitators' notes:

- Session 8 is a continuation of session 7.
- Facilitators need to be sensitive to the fact that some people in the group may have used or be using drugs. Don't ask for personal information. Be careful not to be judgemental. However talk seriously about the negative effects of drug use and addiction.
- With the other facilitators, plan how to use the anonymous question box and where to keep it – so it is really anonymous. Remember to check the box to find any questions. Remember to search for the answers to the questions using the resource sheet and the Internet – Google and Wikipedia. Remember to find time to read out and answer the questions with all the participants.

How to use it:

1. The facilitator might decide to start the session by giving the answers you have researched and checked to the questions asked anonymously through the anonymous question box.

2. Hang up the picture of Veasna again.
 - Ask if participants remember things about his life and hopes and plans. If necessary remind them that Veasna has big life plans - he wants to be a footballer and have a beautiful girlfriend. He doesn't want people to look down on him and he wants to be independent and wealthy.
3. Ask if people remember the reasons they discovered for why Veasna might decide to take drugs and reasons he might decide not to take drugs
 - When people have had time to remember and you have prompted then hang up the two lists from yesterday of the reasons that Veasna would take drugs and the reasons he might not take drugs.
4. Now choose one of the reasons that Veasna would take drugs, (for example, Veasna wanted to be like his friends and to be popular) and say that for this reason Veasna decided to take yama.
 - Ask the group what they think would happen next? If the group are having a hard time imagining, ask them questions, for example:
 - Would he become addicted?
 - Would he keep his job? Or continue at school?
 - Would he be poor or rich?
 - What would happen to his looks?
 - What would his girlfriend think of him?
 - Would he get married to his girlfriend?
 - Would he remember to use a condom during sex?
 - What would other people think of him? His family? His friends who don't take drugs?
 - Write down the main points to describe how Veasna's life turns out. Write this on another flip chart paper next to the flip chart paper list on reasons Veasna might decide to take drugs.
5. Now choose one of the reasons why Veasna wouldn't take drugs. Ask participants to imagine Veasna's life if he didn't take yama. What would it be like in the short-term? What would it be like in the long-term?
 - Compare each step of Veasna's life to the story they wrote about Veasna if he did decide to take yama mentioning his job, his girlfriend, his future, other people's reactions to him, his level of poverty or wealth and so on.
6. Ask participants to summarise the difference between Veasna's life on yama and Veasna's life not on yama.
7. Play the song "Don't Use Drugs" by Moun Mara (or if you don't have a copy of the song, you can read the lyrics out).

- “You know opium, ganga, yama, heroin and ketamine are land mines that destroy your life, you gotta keep away from them.

The effect of a drug is strange; it changes your body, Makes you happy just once, then your body gets weak, stupid and shaky, You lose your looks before you die.

Keep away from drugs, keep away from drugs, don't follow your friend into drugs, don't try drugs, keep away from drugs, they make you crazy and addicted, keep away from drugs.

Experimenting with drugs, it's easy to die. If you're a man or a woman it will upset your family, you are the living dead inside a battered body. If you ain't afraid, then you gonna die. Think smart, don't use drugs. Oh! Keep away.”

- Hand out the resource sheet which has words to the song on it for participants to keep.
8. Close the session by asking the group what are the most important things they have learned today and what they might do differently as a result.

Resource Sheet

Session 8:
Veasna's Life With &
Without Drugs

Resource Sheet: Veasna's Life With & Without Drugs

"Don't Use Drugs"

by Moun Mara

*"You know opium, ganga, yama, heroin and ketamine are land mines
that destroy your life, you gotta keep away from them.*

*The effect of a drug is strange; it changes your body,
Makes you happy just once, then your body gets weak, stupid and
shaky,*

You lose your looks before you die.

*Keep away from drugs, keep away from drugs, don't follow your friend
into drugs, don't try drugs, keep away from drugs, they make you crazy
and addicted, keep away from drugs.*

*Experimenting with drugs it's easy to die. If you're a man or a woman it
will upset your family, you are the living dead inside a battered body.*

If you ain't afraid, then you gonna die. Think smart, don't use drugs.

Oh! Keep away."

Chapter 6

Real People, Real Lives



Introduction To Chapter 6

Many young people who were involved in the research carried out to help develop this toolkit, suggested that the toolkit should contain examples of real people and their genuine experiences. We found plenty of evidence of many inspiring people in Cambodia who have taken action in their own lives to promote change and equality, challenge discrimination and speak out on behalf of all survivors of gender-based violence.

We have included some of their stories and their words in this chapter.

What's In Chapter 6?

This chapter covers the following topics:

- **“The Spirit Of Soccer – Girls Play Football Too”:** three audio interviews with a girls’ football team player & coaches.
 - Challenges common gender roles and expectations.
 - Demonstrates how people come to change their beliefs about what girls can and should do.
 - Demonstrates the benefits of sport to girls’ physical health, relationships with others and self-confidence.

- **“Yob Nom – The Story Of A Successful Wheelchair Athlete”:** an audio interview with the woman who won the wheelchair marathon.
 - Challenges discrimination against people because of their gender and disability.
 - Demonstrates how personal determination and support from others can overcome barriers to success in life.

- **“The Messenger Band – Two Songs To Stop Domestic Violence”:** written & sung by a band of women garment factory workers.
 - Describes what domestic violence and gender inequality are by writing songs based on ordinary people’s experiences.
 - Describes the harmful effects for women and children of domestic violence.
 - Inspires changes in attitudes to the relationships of women and men and a belief in the equal value of women and men.

- **“I Thought It Could Never Happen To Boys”:** an audio interview with a young man who is a survivor of sexual abuse.

A young man speaks out about the sexual abuse and exploitation of boys.

 - Demonstrates that boys can become victims of sexual abuse.

- Describes how sexual abuse can happen, how it affects the victim's life and what kind of support survivors need.

- **“How To Protect Yourself From Sexual Abuse: “Please Stop & Think””: A DVD developed by young people from the street children and families’ organisation Mlop Tapang.**

- Shows how young people may be at risk of sexual abuse.
- Demonstrates how young people can take action to protect themselves.
- Prompts participants to consider how to protect themselves from sexual abuse and how to get help if they are abused.

What's The Purpose of Chapter 6?

This chapter aims to:

- Connect the toolkit “gender-based violence” topics to the words of real people speaking about their own experiences of gender inequality, domestic violence and sexual abuse.
- Inspire participants with the powerful ways that people who suffer discrimination can overcome those disadvantages.
- Demonstrate that people’s discriminatory attitudes can change.
- Increase participants’ empathy for people who experience discrimination by hearing their stories directly.

The sessions in ‘Real People, Real Lives’ can be used in two ways:

- Independently of other chapters, as free standing discussion and activity tools.
- As additions to other sessions that exist in chapters 1 to 5.
The facilitators’ notes in each session of ‘Real People, Real Lives’ describe the links of that session to other toolkit chapters and sessions and so suggest when the “Real People, Real Lives”, materials may be used most effectively.

“Real People, Real Lives” Sessions:

Session 1: The spirit of soccer – girls play football too

Session 2: Yob Nom – The story of a successful wheelchair athlete

Session 3: The Messenger Band – two songs to stop domestic violence

Session 4: “I thought it could never happen to boys”

Session 5: How to protect yourself from sexual abuse: “please stop & think”

Session 1: "The Spirit Of Soccer" - Girls Play Football Too

What is it?

An exercise to listen to and then discuss three interviews with players and coaches of a girls' soccer team in Battambang.

Why use it?

- To be inspired by the real experiences of girls and women who have successfully challenged traditional gender roles.
- To understand the difference between sex (nature) and gender (society's expectations and rules).
- To consider the reasons why many people believe in traditional gender roles that constrain girls and women.
- To consider how and why people's beliefs and behaviour can change.

Resources needed:

- Recording of the interviews with the Battambang Girls Football Team (see the audio disc provided with the Toolkit). The interview is 5 minutes long.
- Audio disc-player
- Electricity (e.g. generator, battery...)
- Resource sheet – photographs of girls playing football.
- Flip chart, tapes, and marker pens.

Time:

90 - 120 minutes.

Facilitators' notes:

- Information about the recording: The recording is divided into three interviews. The first is of Srey Poew – a fifteen year old girl who is a member of the football team. The second is of Neang Makara – the twenty three year old football team coach. The third is with Sam Schweingruber, who is the foreign coach of the Cambodian national football team and who also supports the girls' football team in Battambang. Sam and Makara are married and have a child.
- Links to other chapters and sessions: you can decide to use this session as an addition to other sessions in the toolkit or as a separate session standing on its own. The list of chapters and sessions given below can help you decide when and how to use the footballers story and what ideas from other parts of the toolkit relate to this session.
 - Chapter 2, 'Culture & Gender,' sessions 2 and 3.
 - This session also relates to chapter 1, session 3, on team work.

- Preparation: listen to the recording two or three times before you facilitate this session so you know it well. Practice answering the questions from the session yourself with your colleagues, before you ask participants.
- Make sure you are familiar with how the disc player works. Practice in the workshop room so that you know how loud you should play the recording before the session starts.
- There are three main issues which are raised in this session:
 - i. *beliefs about gender roles for girls.* Many people believed that it was wrong for the girls to play football. They thought playing football was only for boys. They believed it was not natural for girls to play football. For example, some relatives mistakenly believed that playing football might prevent girls from being able to have children in the future. In fact it is society that has created the expectation that girls should not play tough, physical games, not nature. Girls’ bodies and minds can benefit from playing a sport the same as boys. (See chapter 2 “Culture & Gender”, session 2 “Gender & Sex” on the difference between “sex/nature” and “gender/society”).
 - ii. *Benefits of playing football for the girls.* The girls have more friends, develop close relationships and have increased confidence as a result of playing football together. They learned to support each other in order to play successfully together. They get healthier because they have physical exercise. They have an outlet for difficult feelings like being angry or sad. The coach also has gained confidence and learned leadership skills. Now people respect them and are proud of their achievements. The girls gain a new sense of equal rights and a sense of worth. They know they can do what boys do if they want to.
 - iii. *Changing attitudes about gender roles.*
 - The girls felt shy and hesitant at first. They stopped feeling shy and started to feel more confident because some adults (Makara, Sam, their teachers) supported them and because they started to receive the benefits of playing football together.
 - Relatives and neighbours changed their opinions when they saw that the girls benefited from playing football. They also respected their success because the girls gained honour and fame for Cambodia and for themselves.
 - Men who used to mock the girls were surprised when they saw them play well and respected their achievements.

How to use it:

1. Introduce the topic of “football” to the group.
 - Ask who plays football – boys or girls?
 - Ask people to say what they think of the idea of girls playing football.

- Note down on the whiteboard the participants’ main ideas about girls playing football so you can refer back to the groups’ different ideas as they are later confirmed or challenged by what they learn from listening to the three interviews.
2. Explain that you will play a recording of three interviews with people involved in a football team in Battambang.- one with a footballer, one with a football coach and one with the coach for the national Cambodian football team. The team is the “provincial team of Battambang SALT academic”. The team was set up within the programme Sport and Leadership Team (SALT). Its members come from schools and orphanages in Battambang.
 3. Before play interview record:
 - Ask participants to listen carefully so they can answer some questions and discuss what they hear afterwards.
 - Explain you will re-play the interview(s) if people want to hear them more than once.
 4. First interview – Srey Poew, the fifteen year old footballer.
 - Play the interview.
 - After listening to the interview, ask:
 - What did Srey Poew say about playing football? Does she enjoy it? Is it good for her? How has playing football benefited her?
 - What did her relatives and neighbours think at first about her playing football? Did they change their opinions later on? How did their opinions change? What reasons do you think they had to change their opinions?
 - Some people told Srey Poew that she might not be able to have children if she played football. What do you think of that idea? Do you think its true?
 - Facilitator note down a few of the main ideas participants have about the effect of playing football on a girl’s capacity to have children so you can refer back to the groups’ different ideas as they are later confirmed or challenged by what they learn from listening to the next interview.
 5. Second interview – Makara the girls football team coach.
 - Play the interview.
 - After listening to the interview, ask:
 - What does Makara say about her experience playing football and being a coach to younger girls?
 - What did Makara’s relatives and neighbours think about her playing football and then coaching a girl’s team at first? Did they change their opinions? What do they think about Makara now? What reasons do you think they had to change their opinions?

- Does Makara have children? What do you think now about the idea that football can affect a girl's body so she cannot have children?

6. Third interview – Sam the coach for the Cambodian national football team.

- Play the interview.
- After listening to the interview, ask:
 - What does Sam say about how the girls felt when they first started playing football? How did their feelings change? How did Sam support Makara and the girls?
 - What did Sam say about other people's attitudes to the girls? What were men's attitudes to the girls playing football? What did Sam say about the way the men changed their attitudes? Why did the men change their attitudes?
 - What did Sam say about the roles of girls and women in Cambodia? What do you think about his ideas?

7. Pass the photos of the girls around and ask the group to summarise what they think now, after having listened to the interviews and discussed them.

- Ask what was most interesting.
- Make sure that the summaries include some ideas about:
 - The benefits the girls gained from playing football together.
 - How and why people's attitudes towards girls playing football changed.
 - Ask participants to compare their ideas now to what they said at the beginning of the session when the facilitator asked them what they thought about girls playing football.

8. Additionally the facilitator could extend the session by asking some or all of the following questions to link what participants have learned from the girl-footballers' experiences to their own.

- Are there examples from your own life or community where people think that girls and women cannot or should not be able to do the same things as men and boys?
- Why do you think some people think this way?
- How might it be possible to encourage people to understand that men and women have the ability to have equality and achieve similar goals in their lives?
- Are there activities or things in your own life that you would like to change so that boys and girls and men and women have equal rights and opportunities?
- How could you make that happen?

Resource Sheet 1

Session 1:
"The Spirit Of Soccer" -
Girls Play Football Too

Resource Sheet 1:



Girls training for the Battambang provincial team

Photographs courtesy of Virginie Noel & AsiaLIFE Magazine

Resource Sheet 2

Session 1:
"The Spirit Of Soccer" -
Girls Play Football Too

Resource Sheet 2:



Makara - Coach Of The Girls' Team

Photograph courtesy of Virginie Noel & AsiaLIFE Magazine

Session 2: Yob Nom – The Story Of A Successful Wheelchair Athlete

What is it?

An exercise listening to and then discussing an interview with Yob Nom, a disabled woman who is a successful athlete.

Why use it?

- To be inspired to overcome discrimination by learning about the real experiences of a successful disabled woman.
- To understand why people discriminate against women and against disabled people.
- To understand how and why people change their discriminatory beliefs about gender and disability.
- To identify some ways people can overcome discrimination.

Resources needed:

- Recording of the interview with Yob Nom (see the audio disc provided with the toolkit). The interview is about 5 minutes long.
- Audio disc player.
- Electricity (e.g. generator, battery...)
- Resource sheet - photographs of Yob Nom.

Time:

90 minutes.

Facilitators' notes:

- Information about Yob Nom: use as much of this extra information in the session as you think is useful.
 - Yob Nom is a successful athlete who won the 2008 wheelchair marathon in Phnom Penh. She also competes around the country in a disabled persons' basketball team. She is 37 years old and she has been in a wheelchair for 15 years now, following a fall from a tree which left her paralysed from the waist down. She is one of five children in a rice farmers' family. Her father died during the Pol Pot regime. The family was poor and her mother could only afford to pay for her treatment for 6 months after the accident. Yob Nom spent three years after the accident at home, not able to work or help her mother earn a living. In 1997 an NGO called Handicap International brought her to the Physical Rehabilitation Centre in Battambang, where she got treatment, learned to move about with a wheelchair, started playing basketball in a team with other disabled people and learned to sew to earn money for her

family. Now she is married to another member of the basketball team. They have two children.

- Links to other chapters and sessions: you can decide to use this session as an addition to other sessions in the toolkit or as a separate session standing on its own. The list of chapters and sessions given below can help you decide when and how to use Yob Nom's story.
 - Chapter 2 on "Culture & Gender" – sessions 2 or 3.
 - This session is also related to:
 - i. Chapter 1, sessions 7 and 8 on dealing with difficult feelings positively.
 - ii. Chapter 1, session 10 on our rights not to be discriminated against, except that in Yob Nom's case it is not connected to children's rights (since she was disabled when she was an adult) but to human rights.
 - iii. Chapter 3, session 1 on how to make a family happy.
- Preparation: listen to the recording two or three times before you facilitate this session so you know it well. Practice answering the questions of the session yourself with your colleagues, before you ask participants.
- Make sure you are familiar with how the disc player works. Practice in the workshop room so that you know how loud you should play the recording before the session starts.

How to use it:

1. Explain that participants will listen to an interview with a woman named Yob Nom, who is a successful athlete.
 2. Play the interview through.
 - Ask participants to listen carefully so they can answer questions and discuss the interview after listening to it.
 - It may help to replay the interview a second time pausing after the parts of the interview connected to the questions you would like the participants to answer.
 - Pass the photos of Yob Nom around the group so participants have the chance to see her as well as hear her voice.
 3. Before asking participants the questions,
 - Adapt the questions to suit participants' interest and the topics you decide to focus on.
 - Ask participants to answer some of the questions after discussion in pairs or small groups If it helps to vary the method.
- 3.1. Explain you will ask some questions about Yob Nom's feelings and our feelings.
- At the beginning of the interview Yob Nom sounds close to tears. What is making her feel that way?

- *She remembers that in the past her neighbours asked her mother why Yob Nom did not kill herself after her accident. Why do you think the neighbours believed that? Do you agree with them or not and why?*
 - How does listening to Yob Nom speak make us feel and why?
 - *She touches our hearts; we feel proud of her and her achievements; admiring; compassionate; sympathetic; makes us want to cry with her, we can begin to imagine what it is like to be Yob Nom (empathy).*
- 3.2 . Explain that Yob Nom overcame many serious difficulties with her determination and love of life.
- What were her disadvantages?
 - *She is disabled, a woman and poor, so other people believed she had no value.*
 - What did she achieve?
 - *She became a successful athlete, travels around Cambodia, has a husband and two children and makes income for the family by sewing.*
 - How did Yob Nom deal with her difficulties positively and achieve so much?
 - *Her mother supported her after her accident saying things like “don’t think short-term,” “don’t listen to what the neighbours say.”*
 - *Yob Nom thought about karma and decided to do her best with her life now as she could not change the past.*
 - *She made the most of the opportunities that Handicap International gave her.*
 - *She had a strong desire to play ball and when she saw the men playing she joined in with determination and did not give in to the men’s mockery.*
- 3.3. Explain that Yob Nom suffered from discrimination from other people. However Yob Nom caused those people to change their beliefs.
- Yob Nom suffered from discrimination because she was disabled: what did the neighbours say to her after her accident? How did those comments make her feel? Why do you think the neighbours said that? Do you agree with the neighbours? Why? How do the neighbours behave now and what do they say to Yob Nom? Why have they changed their attitude to her?
 - Say that many disabled people say the biggest problem they have is other people’s attitudes to them, not the actual physical disability. What do you think of that?
 - Yob Nom suffered from discrimination because she is a woman: When Yob Nom saw men playing ball at the physical rehabilitation centre how did she feel and what did she want? What did the men say about her? Do you agree with those men? Why? How do those men behave now? Why do you think they changed their attitude towards her?

- 3.4. Ask: what did Yob Nom say at the end of her interview? “Disabled people are human too”.
- Yob Nom was discriminated against because she is poor, a woman and because she was disabled. Why do you think that people discriminate in this way? What can we do to help people understand better and reduce discrimination?
- 3.5. Ask: What have you learned from listening to Yob Nom’s story? Is there anything you might do differently as a result?

Resource Sheet

Session 2:
Yub Nom – The Story Of A Successful
Wheelchair Athlete

Resource Sheet:



Yub Nom

Photograph courtesy of AsialIFE Magazine



Yub Nom

Photograph courtesy of AsialIFE Magazine

Session 3: The Messenger Band – Two Songs To Stop Domestic Violence

What is it?

This is an exercise to listen to and then discuss songs about domestic violence sung by a group of women who work in garment factories.

Why use it?

- To draw inspiration from songs written by working women about the real experience of people in the community.
- To attract participants' attention by using songs that provoke strong sad or happy feelings.
- To increase understanding of what "domestic violence" and "gender inequality" are.
- To raise awareness of the harmful consequences of domestic violence on children and women.
- To increase support for the equality of value of women and men.
- To inspire change in values and behaviour.

Resources needed:

- Audio disc of the two songs "Children's Tears" and "Get Happiness Without Violence" (see the disc provided with the toolkit). Each song is about 5 minutes long.
- Audio disc player.
- Electricity (e.g. generator, battery...)
- Resource sheet 1 – words to the two songs.
- Resource sheet 2 – photograph of The Messenger Band.

Time:

60 - 90 minutes.

Facilitators' notes:

- Information about The Messenger Band: use as much of this extra information in the session as you think is useful.
The Messenger Band was formed in 2005. It is a group of women who work in garment factories who also write and sing songs about the real experiences of ordinary people like themselves. They sing about exploitation and abuse of all kinds including exploitation of labour, land rights, sexual abuse and domestic violence. Vun Em, the band's leader, describes how they create their songs, "When we visit the provinces we gather lots of information about life there and the problems people face. People talk to us quite openly, because we are women so we are seen as "gentle". We then compose

songs out of the things they have told us, sing it back to them whilst we are still in their town and ask them, “is this true? Are we singing your story?” When we see tears on their faces we know we are close to the reality of their lives. People come up to us afterwards and tell us, “yes! It is my story, you have told my story!”” Vun Em explains how hearing these songs helps change people’s attitudes and build solidarity, “when we sing about sex workers or domestic violence, its hard because people are conservative and don’t like to feel blamed. This is why talking directly often doesn’t work. But with our songs the idea of change forms in their own minds and they come to good conclusions alone. One of the girls in our band used to suffer from domestic violence, but her father has stopped now. After listening to the songs about our struggles, he realised how much harm he was doing”. Group member Kao Chevika explained how being a member of the band has helped her develop herself, “before I joined The Messenger Band, I knew nothing about the outside world. I was afraid to introduce myself or talk with people. But now I am so much happier, so much more social and I know how to communicate effectively. I am braver now.”

- You can use just one of the songs or both of them.
 - The sad song “Children’s Tears” is about the tragic consequences of a man’s unequal relationship with his wife in which he beats his wife, has unprotected sex with sex workers and passes HIV onto his wife, leaving his children as orphans.
 - The lively song “Get Happiness Without Violence”, calls on everyone to take responsibility and contribute to ending physical, emotional, economic and sexual domestic violence.
- Links to other chapters and sessions: you can decide to use this session as an addition to other sessions in the toolkit or as a separate session standing on its own. The list of chapters and sessions given below can help you decide when and how to use either of these two songs.
 - i. “Children’s Tears”:
 - Chapter 2 “Culture & Gender” on the equal value of women and men.
 - Chapter 3 “Family & Relationships,” session 8 “Beliefs & Facts About Domestic Violence” and session 11, “Preventing Domestic Violence’.
 - Chapter 4, session 4 “Gender & Sexual Relationships” and session 7 “Having Equal, Loving Relationships”.
 - Chapter 5 on “Alcohol & Drugs”.
 - ii. “Get Happiness Without Violence”
 - Chapter 3 “Family & Relationships,” session 7 ‘What Is Domestic Violence?’ This song is a good way to either introduce ideas about the different kinds of domestic violence (physical, emotional, economic

and sexual) or to recap those ideas after session 7.

- Preparation. Listen to the song(s) two or three times before you facilitate this session so you know them well. Practice answering the questions of the session yourself with your colleagues, before you ask participants.
- Make sure you are familiar with how the disc player works. Practice in the workshop room so that you know how loud you should play the recording before the session starts.

How to use it:

How to use the song “Children’s Tears”:

1. Explain that participants will listen to a song about domestic violence and then discuss the message of the song.
 - Give participants some background information about The Messenger Band. Select from the information given above.
2. Play the song.
 - Ask participants to listen carefully so they can answer questions and discuss the song after listening to it.
 - You can replay the song, or parts of the song, again later if you would like participants to focus on specific verses.
3. Before asking participants questions,
 - Adapt the questions to suit participants’ interest and the topics you decide to focus on.
 - If it helps to vary the method then you can ask participants to answer some of the questions after discussion in pairs or small groups.
 - 3.1 Ask: how did the song make you feel? Did any part touch your heart or make you wonder? Which parts made you feel like that and why?
 - 3.2 Ask: what was the story told in the song? Who is singing? What did the singer’s father do?
 - *The father beat his wife, went out gambling and getting drunk and had sex with other partners. He did not use a condom, became infected with HIV and then passed on the virus to his wife. Now both husband and wife are dead and the singer – their child - is orphaned.*
 - 3.3 Ask: what are the consequences of the father’s behaviour? How does the singer feel about those consequences?
 - 3.4 Ask: the singer says that the father was violent because he got drunk and gambled. What do you think about this? Why does the father drink and gamble? Why does he beat his wife and have sex with other women when he is drunk? Is he no longer responsible for his behaviour and its consequences because he is drunk? What could he do to relax, forget stress and have fun and friends that does not have harmful consequences?

- *Facilitator refer to the discussion in chapter 3, session 8, “Beliefs & Facts About Domestic Violence”, belief 4 “Men use violence when they are drunk and don’t know what they are doing. Therefore we cannot hold them responsible for their violence.” Also refer to chapter 5, session 4 on impact of drinking alcohol and session 5 on how to drink safely.*

3.5 Ask: what does the singer ask of all husbands and fathers? Why does she ask that? What do you think about her idea that women should be given value the same as men and treated well?

4. See “Ideas Into Action” below.

How to use the song “Get Happiness Without Violence”:

1. Explain that participants will listen to a song about domestic violence and then discuss the message of the song.
 - Give participants some background information about The Messenger Band. Select from the information given above.
2. Play the song.
 - Ask participants to listen carefully so they can answer questions and discuss the song after listening to it.
 - You can replay the song, or parts of the song, again later if you would like participants to focus on specific verses.
3. Before Asking participants the questions,
 - Adapt the questions to suit participants’ interest and the topics you decide to focus on.
 - If it helps to vary the method then you can ask participants to answer some of the questions after discussion in pairs or small groups.
 - 3.1 Ask: how did the song make you feel? Did any part touch your heart or make you wonder? Which parts made you feel like that and why?
 - 3.2 Ask: what are the four kinds of violence that can hurt people in the home that the song talks about? Can you give examples of those kinds of violence?
 - 3.3 Ask: what does the singer say about women’s human rights? How would treating women as having equal value to men help us get “happiness without violence”?
 - 3.4 Say: the song is very happy and energetic. The singer wants to find a solution to domestic violence. What does she advocate? Who does she think is responsible for acting differently? What kind of society does she want us all to live in? What do you think about her ideas?

Ideas Into Action: Ask participants to write a poem or a song about their experiences within their own communities and to perform it at a later stage.

- This can be done in pairs, small groups or the larger group.
- Show people how to use ordinary everyday objects as musical instruments for example, drumming on objects, clapping, etc.
- Ask those who want to, to perform their song or poem for the group.

Resource Sheet

Session 3:
The Messenger Band – Two Songs
To Stop Domestic Violence

Resource Sheet:

GETTING HAPPINESS WITHOUT VIOLENCE

- 1- Everybody, let's think about this together so we don't have any misunderstandings. "What is violence that happens in the family?" "Who can solve this problem?"
- 2- Violence ... as we know, can appear in four different ways. First there's physical violence ... meaning the body gets beaten. Second there's emotional violence ... where our honour gets abused and humiliated ... That's violence.
 - Third, when your family property is destroyed, people call it "economic violence".
- 3- Fourth, there's sexual violence ... According to our human rights, everyone, man and woman, should think hard about that and be compassionate and sympathetic with their partner if their partner doesn't want to have sex.
 - The only people who can solve this problem are "us" so that we can be free of the four types of violence ... don't violate this, then we can all live in happiness.
- 4- If we stop all this violence then the resulting solidarity, mutual help in the family and being good role models for our children can help make our society new, fresh and bright.

CHILDREN'S TEARS

- 1- The empty rice fields remind us of what happened and the painful, orphan life that we now have left. Our mum's left forever and we are like a raft abandoned in the middle of the open sea. Our lives are as sad and lonely as that of baby birds fallen from their nests.
- 2- When our mum was alive, our dad made her suffer terribly. We lived in shame amongst our neighbours and relatives ... after days away drinking and gambling dad returned home bringing violence with him. We children cried and our hearts hurt with pity seeing our mum so vulnerable in body and soul.

Chorus: You'd left us already, dad, so why did you bother to come back? You brought this terrible virus back to our home. That virus killed my mother and left us alive, alone, soaked in sorrow. This is my story, describing a father's lack of compassion.
- 3- The field is left barren. Rain has not come and no rice has grown. I am so thin living with no mum to feed me and care for me. My dad now has no freedom. Please, men of the world, don't abuse women and make sure that you understand that men and women have equal value and equal rights.

*Written by Rous Channa, a garment factory worker, Supertech Garment Factory
Edited by The Messenger Band*

Resource Sheet

Session 3:
The Messenger Band – Two Songs
To Stop Domestic Violence

Resource Sheet:



*Photograph by Rick Valanzuela originally used in an article about The Messenger Band
by Mom Kunthea & Ellie Ainge Roy of The Phnom Penh Post*

Session 4: "I Thought It Could Never Happen To Boys"

What is it?

This is an exercise listening to and then discussing an interview of a young man who talks about his experience of having been sexually abused when he was a teenager.²³

Why use it?

- To provide evidence that boys can become the victims of sexual abuse.
- To increase understanding of sexual abuse, how it happens, how it impacts the victim and what kind of support survivors need.
- To increase empathy for people who experience sexual abuse by listening to a survivor's own words.

Resources needed:

- Audio disc of the interview (see the disc provided with the toolkit). The interview is 8 minutes long.
- Audio disc player.
- Electricity (e.g. generator, battery...)
- Resource sheet – transcript of the young man's interview.
- Flip Chart Paper, marker pens, tape.

Time:

60 – 90 minutes.

Facilitators' notes:

- Sexual abuse is a very sensitive topic. So remind participants about the guidelines for safety: trust, respect and confidentiality.
- It is possible that some participants may have been sexually abused or know someone who has been sexually abused. Facilitators therefore need to be prepared to support any individual who becomes distressed during the workshop. Don't ignore someone who seems upset. Follow the safety guidelines in the toolkit introduction.
- Links to other chapters and sessions: you can decide to use this session as an addition to other sessions in the toolkit or as a separate session standing on its own.
 - Chapter 4 "Sexual Relationships", session 9 "It Happens To Boys Too".
 - This session also links to many other sessions in Chapter 4: session 8, "The Difference Between Agreement & Abuse", session 10, "Who Are The Abusers?", session 11, "Impact Of Sexual Abuse" and session 13, "What Do Survivors Need From Us?"

²³ The authors of the research into sexual abuse of boys in Cambodia, "I Thought It Could Never Happen To Boys" 2008, have given permission to reproduce the transcript of their interview with the young man. An actor speaks the words of that young man in the audio recording.

- Preparation:
 - Read the toolkit introduction section 6.3 “Toolkit Methodology” on “Talking about Sex;” and section 6.5 “Safety Guidelines”.
 - Read all the sessions from chapter 4 that are linked with this session – listed below in “links”. It is important to be able to use all the information contained in the toolkit to be able to facilitate effectively around issues of sexual coercion, who sexual abusers are, the serious impact of sexual abuse and what kind of support survivors of sexual abuse need.
 - Listen to the interview and/or read the transcript of it two or three times before you facilitate this session so you know it well. Practice answering the questions of the session yourself with your colleagues, before you ask participants.
- Issues to be aware of: who are the abusers? The young man in this case study was sexually abused by some foreigners who made friends with him when he was in Thailand. He was particularly vulnerable because he was in a foreign country. However research around the world shows that most sexual abusers are known to their victims and so are often people who the victim lives with normally from day to day – a relative, a friend, a teacher etc. Unfortunately people from all nationalities have been shown to sexually abuse others including boys. It is important that you are able to make sure that participants realise that it is not only people from other countries who sexually abuse boys.
- Make sure you are familiar with how the disc player works. Practice in the workshop room so that you know how loud you should play the recording before the session starts.

How to use it:

1. Explain: in this session, we will listen to the real story, opinions and ideas of a young man from Battambang who was sexually abused as a teenager. This young man was interviewed as part of a research study in Cambodia in 2008.
2. Play the interview.
 - Ask participants to listen carefully so they can answer questions and discuss what the young man says, after listening.
 - You can replay the interview or parts of the interview, again, later, if it would help participants answer particular questions.
3. Before asking participants questions,
 - Adapt the questions to suit participants’ interest and the topics you decide to focus on.
 - If it helps to vary the method then you can ask participants to answer some of the questions after discussion in pairs or small groups.

- If it helps people concentrate and remember then write up the main points people make on flip chart paper.

3.1 Ask:

- What does the story make participants think and feel?
- Does anything surprise them?

3.2 Help participants remember and summarise the most important aspects of the interview. Replay the interview section by section if that is helpful.

- Ask:
 - i. How did the young man end up in the situation where he was sexually abused for many years?
 - He was young and inexperienced – only 13 or 14 years old.
 - At first he did not suspect the motive behind the abusers' "friendly", "kind"-seeming behaviour. The abuser cleverly responded to the young man's needs paying attention to him and giving him presents. The young man was easily tricked because he did not know that boys could be sexually abused or that abusers use strategies like these, so he did not protect himself.
 - He is poor and felt responsible for helping his family by giving them the money the abuser gave him after forcing him to have sex.
 - ii What sexual acts does the young man describe? Why are these acts considered to be abusive?
 - He describes the sexual acts he was forced to join in with e.g. anal and oral sex. These sexual acts are abusive because at the time he was only 14. The abuser exploited his youth and needs in order to persuade him to accept these acts. This is not genuine consent. According to the Law on Suppression of Human Trafficking and Sexual Exploitation,
 - ▶ Article 34: Purchase of Child Prostitution: a person who has sexual intercourse or other sexual conduct of all kinds with a minor who is 15 years of age or above by providing, or promising to provide, anything of value to the minor, an intermediary, a parent, a guardian or any other person who keeps the child under his or her supervision or control shall be punished with imprisonment from 2 to 5 years.
 - ▶ Article 42: Sexual Intercourse with a Minor under Fifteen Years: a person who has sexual intercourse with another person of the age of less than fifteen years shall be punished with imprisonment from 5 to 10 years.
 - ▶ Article 43: Indecent Act Against a Minor Under Fifteen Years: a person who commits an indecent act (for example touching the genitals or other sexual part of the young person) against another person aged less than fifteen years shall be punished with imprisonment from 1 to 3 years and a fine from 2 to 6 million riels. (This is a summary of article 43)

- iii. What does the young man tell us about his feelings and the impact of the abuse on his life? Why do you think he felt like that?
 - “Feeling like a girl whose body is lost too”: this relates to the fact that most people only believe that girls can be damaged or seriously affected by sexual abuse and that it is not so serious for boys.
 - He felt anger, with himself and with the abusers, “sometimes I would be so angry I would fall unconscious”.
 - He felt ashamed and that he had lost his honour.
 - He felt alone.
 - He felt afraid “... the abuser came to the centre to take me away ... when thinking about that ... I feel its difficult to breathe ...”
 - iv. What does the young man tell us about how other people reacted when he told them he had been sexually abused? Why do you think they react like that? How did it make him feel?
 - He said, “I used to try to tell other people but they didn’t believe me”. As a result he could not get help from other people to protect him. He became isolated and unprotected.
 - Why is it that people often find it difficult to believe when a child, especially a boy, reports sexual abuse?
 - He says that “no one is concerned about boys being sexually abused. They mock them and laugh at them.” Even when people know that a boy has been abused, they do not think it is serious. But we have learned from the story that this is not the case – sexual abuse of any child, girl or boy, is very serious. Why do you think some people think it’s not serious? What can we do to help them change their ideas?
- 3.3 The young man described the kind of help he knows boys need if they are sexually abused.
- Ask: can you remember what kinds of help he mentioned?
 - Believing boys.
 - Not to use the issue for joking and mocking.
 - Keeping confidentiality.
 - Listening to boys attentively.
 - Showing support and empathy.
 - Tell them it is not their fault – avoid blaming them.
 - Be gentle and do not use violence.
 - Support from family.
 - Educating boys so that they know that boys can be sexually abused so they can protect themselves better and not be easily tricked and persuaded.
 - Consider children in decision-making.

- If you met a boy who had been sexually abused what could you do and say to support him?
- People often think that if a boy (or a girl) is abused that it is their fault. What reasons do you think people might have for blaming boys? Do you think it is fair to blame this boy for being sexually abused?

It is important to remember that victims of abuse are not to blame for what happens to them.

4. What do you think about what you learned from listening to and discussing this interview? Many people find it hard to believe that boys and men can become victims of sexual abuse. What do you think about that?

Ideas Into Action: ask participants to create ways to advocate for safety from sexual abuse for boys. Ask them how they would advocate for boys' safety? How would they publicise the problem of the sexual abuse of boys so that more people understand? What information do people need to hear? Who needs to hear it? What would be the best way to achieve this? Encourage the group to develop their ideas by making posters or other materials with key messages.

Resource Sheet

Session 4:
"I Thought It Could Never Happen
To Boys"

Resource Sheet:

MY STORY

It's strange ... no one has ever asked me about sexual abuse before. I want to speak out. We've never been offered help by anyone, no one believes us.

I lived in Thailand when this happened. I was 13 or 14 at the time. I lived with foreigners ... they were like my "godfathers". When it happened I felt so ashamed, I didn't want to tell anyone, I kept my feelings in my heart ... When I told my friend I felt terrible.

It's hard to describe ... unbelievable. It's like a girl whose body is lost too. My parents didn't know what happened to me ... A lot of people are the same as me, but no one is concerned ...

They [the abusers] attract us ... They make us believe them, because we don't know what they are going to do to us. They told us about being a godfather. They spend a lot of money because it's hard to attract boys because they are not happy to do it. So they use a lot of money on boys. We didn't know about sexual abuse of boys in society; there is a lack of knowledge, so it was unexpected.

It is easy to be groomed (mislead and fooled) when you need food and money. The abusers know what boys need so they groom them using a lot of techniques. They pretend they are your friend; they offer gifts and money and make you believe they care about you.

About the abuse:

They abused me more than others ... They took photographs for selling, they sucked me and quickly penetrated ... anal penetration. They treated me like this for many years because my family is poor and we needed money. With girls, people help and find a solution, but with boys, no one is concerned, they mock them and laugh at them.

I still remember how it affected my life ... I thought it could never happen to boys ... I was very angry ... I used to try to tell other people but they didn't believe me. Because I didn't know and because of the ways to trick and persuade us and because my family had nothing to eat ... if I didn't do it, the family would starve and suffer. I blamed myself ... I'm a male ... I'm angry with the abuser. I wanted to file a complaint with the authorities but because they [the abusers] have money ... it was not possible. Now when I think about this, I'm still angry but not like before ... Sometimes I would be so angry

I would fall unconscious...

Sometimes I still think about it but because I have received some education about abuse, it makes me reduce blaming myself ... I read books on mental health. Staff at the centre I lived at didn't know about this, I hid it from other people and changed the subject to talk about a different issue, so no one knew about it.

Resource Sheet

Session 4:
"I Thought It Could Never Happen
To Boys"

There was a time when I was at the centre and the abuser came to take me away. He told the staff that he was my godfather. When thinking about that ... I feel like it's difficult to breathe ...

Anger, shame & honour

At the time, I had thoughts of revenge, but my family needed money so I forced myself. When the man abused me I did not want to do it ... I felt trapped and concerned for my family. I then thought of helping myself first, before my family because I thought I might get infected one day ... That's the reason I stopped doing that. Now ... I feel happy and satisfied with myself, my job, wife and children. I can help myself and my family.

Boys do feel very ashamed and lose honour when people know about the abuse. They are so ashamed of others knowing. Girls feel shame and cannot hide it ... If people talk, they can file a complaint, but boys ... they insult us. For boys ... once their issue is revealed, it will be passed from one to another. When revealed, it's considered as "normal" by others ... but inside the boys feel shame.

Who can boys talk to about abuse & what do they need from a listener?

Maybe boys can talk to close friends who have a similar problem. We can tell someone if they have knowledge, but they must not use our issue for kidding and joking ... They must empathise with us and maybe give us ideas and opinions to help us solve problems. They must be a reliable person and keep confidentiality ...

Family must also empathise with us. Knowledge is also important and keeping confidentiality for the child. My mum is not talkative, she sat and cried when I told her. She was resentful, she didn't want to use the money and she felt pity for me ...

According to my ideas, abuse can happen everywhere ... We need to help boys, educate them and prevent boys from being groomed. Staff and all adults including parents must talk gently to the children when they do something wrong, don't use violence. Children should be listened to and considered in decision making.

Asked what he wanted to say to other people, the young man responded:

Both boys and girls have pain ... They have ideas, opinions, feelings, hearts and pain. Stop mocking boys when they are abused, because it affects their feelings!

Boys: find an organisation to help solve your problems and to raise your awareness about sexual abuse.

Abusers: don't do it ... children get pain in the body and you will get pain too when you are in prison!

Session 5: How To Protect Yourself From Sexual Abuse: "Please Stop & Think"

What is it?

This is an exercise to watch and then discuss a video made by young people from Mlop Tapang, an organisation for street children about how young people can protect themselves from sexual abuse.

Why use it?

- To raise awareness about the risk of sexual abuse to young people.
- To show that young people can take action to protect themselves from sexual abuse.
- To prompt participants to apply the messages from the video about risk and self-protection to their own lives.

Resources needed:

- DVD, "Please Stop & Think" (see the DVD provided with the toolkit). The video is 5 minutes long.
- DVD player and screen.
- Electricity (e.g. generator, battery...)
- Flip Chart Paper, marker pens, tape.

Time:

60 - 90 minutes.

Facilitators' notes:

- Sexual abuse is a very sensitive topic. So remind participants about the guidelines for safety: trust, respect and confidentiality.
- It is possible that some participants may have been sexually abused or know someone who has been sexually abused. Facilitators therefore need to be prepared to support any individual who becomes distressed during the workshop. Don't ignore someone who seems upset. Follow the safety guidelines in the toolkit introduction.
- Links to other chapters and sessions: you can decide to use this session as an addition to other sessions in the toolkit or as a separate session standing on its own.
 - Links to chapter 4, "Sexual Relationships": session 8, "The Difference Between Agreement & Abuse", session 9, "It Happens To Boys Too", session 10, "Who Are The Abusers?", session 11, "Impact Of Sexual Abuse" and session 13, "What Do Survivors Need From Us?"
 - Links to chapter 1, session 2 "Trust & Safety", sessions 7 and 8 on our feelings and how to deal with them positively and session 9 on listening to others to support and care for them.

- **Preparation:**
 - Read the toolkit introduction section 6.3 "Toolkit Methodology" on "Talking About Sex;" and section 6.5 "Safety Guidelines".
 - Read all the sessions from chapter 4 and chapter 1 that are linked with this video – listed above in "links". It is important to be able to use all the ideas contained in the toolkit to be able to facilitate effectively around issues of sexual coercion, who sexual abusers are, the serious impact of sexual abuse and the kind of understanding and support victims need as well as to encourage young people to take action to protect themselves and each other.
 - Watch the DVD two or three times before you facilitate this session so you know it well. Practice answering the questions of the session yourself with your colleagues, before you ask participants.
 - The six episodes of the video are as follows:
 - i. Promoting safety in relation to earning money.
 - ii. Avoiding taking risks by being alone with adults you do not know well.
 - iii. Going to guesthouses with adults.
 - iv. Safe and unsafe touch.
 - v. The importance of not keeping secrets when bad things happen.
 - vi. What to do when people don't believe what you tell them.
- **Issues:**
 - Empowering young people: Mlop Tapang's video has been included the Young People Toolkit as an example of real people (in this case children living and working in Sihanouk Ville) taking action to promote their own safety. The children wrote the script and acted in the film.
 - Who are the abusers? The DVD was made by and for young people who live in an area visited by many tourists. Many of these tourists are foreigners. These tourists include some men who come to Cambodia in order to exploit children and young people sexually. The young people in the video are in danger from those "sex-tourists". However in general most sexual abuse is carried out by people that the victim already knows – friends and relatives.²⁴ So young people need to know that it is not only foreigners or strangers who can sexually abuse children and young people. Unfortunately it is also ordinary people around them.
 - Helping participants to apply the messages of the video to their own lives: some of the situations shown in the video are related specifically to children in Sihanouk Ville but the key messages are the same for children wherever they live. So it is important to help participants apply the

²⁴ People often think that strangers are the most likely people to sexually abuse & rape young people. Although this is true in some cases, the vast majority of victims - 80% to 90% - are abused by people known to them. One organisation which helps adults & children who have been sexually abused in Cambodia reports that 90% of the abusers that victims reported to them were already known to the victim before the abuse happened (SSC Sexual Assault Centre Kandal, 2008). See chapter 4, session 10 "Who Are The Abusers?"

messages of risk and self-protection from the video to their own lives. For example, the idea that young people can recognise when someone is touching them in a sexual way that they do not want and take action against this and the idea that not all older people are right and should be obeyed just because they are older and want you to do something.

- Make sure you are familiar with how the DVD player works. Practice in the workshop room so that you know how loud you should play the recording before the session starts.

How to use it:

1. Introduce the video to participants with some background information.
 - Mlop Tapang is an NGO in Sihanouk Ville that provides services for street children and their families, including health, education, sports, art and counselling. A priority of Mlop Tapang is to protect children from physical and sexual abuse. It also aims to involve young people in the development of these protection services. In 2008 the children and young people at Mlop Tapang made a video related to helping young people avoid risky situations and take action to protect themselves. The video is called "Please Stop & Think".
2. Play the video.
 - Ask participants to watch and listen carefully so they can answer questions and discuss what happens in the video later.
 - You can replay the video or parts of the video, again, later, if it would help participants answer particular questions.
3. Before asking participants the questions,
 - Adapt the questions to suit participants' interests and the topics you have decided to focus on.
 - Ask participants to answer some of the questions after discussion in pairs or small groups if it helps to vary the method.
 - 3.1. Ask: what is this video about? Where are the young people in the video living? What is the living situation of the young people in the video? What are they trying to protect themselves from and why?
 - 3.2. Ask: what are the things the video shows that young people can do to protect themselves from sexual abuse by adults?
 - Don't go to quiet places on your own with them. Stay in a group of friends.
 - Don't go to karaoke places or guesthouses with adults.
 - If the adult tries to touch you in private places (for example in places your underwear normally covers) and/or the way they touch you makes you feel uncomfortable at all then tell them to stop and get away from the situation fast.
 - Be aware of possible danger.

- 3.3. Ask: what is the video telling us about some adults? Are older people always right? Should children always do what adults say just because they are adults? What does the video show about young people protecting themselves and taking action against the wishes of the adult?
- Some adults do things to hurt or exploit children and young people.
 - You should not trust an adult just because they are older and bigger and richer than you.
 - Sometimes adults disguise their real motives by appearing to be kind and paying you attention or giving you things you want.
 - What do you think would be some good ways of testing if an adult is truly trustworthy?
- 3.4. Ask: does the information in this video have meaning in your lives or is it just useful for the kids who live in areas where there are many foreign tourists? How can messages about "bad touching" and being aware of possible risk apply to your lives?
- 3.5. What does the video say about how young people feel if they have the bad experience of being sexually abused? Why do young people in these situations often feel they have to keep their bad experience secret? What does the video say a person in this situation should do and why?
- 3.6. What does the video say about what young people should do if they have been sexually abused?
- *Talk to someone – and if the first people you talk to don't help (maybe they don't believe you) then keep on trying. You deserve to have someone listen, believe you, care about you, help you and punish the abuser.*
- 3.7 Ask what participants think was the most interesting thing in the video, what they will remember and if they might do anything differently as a result of watching the video.

Ideas Into Action: Here are two ideas:

1. Ask the group to think of ways to promote and pass on the most important things they have learned from the video to friends and peers. Ask them:
 - What would they do and how would they do it? Could they make or draw posters? Could they hold information forums or discussion groups? Can they show the DVD to friends? Can they be supported with these activities? How can they turn their learning into action so that others can benefit?
2. Ask the group to analyse the video in a different way. As well as asking them which parts of the video are relevant to their lives, also ask them what additional things they would include in a video if they were going to make one about how young people can take action to protect themselves in their own community. Ask them:

- What would be the same? What would be different? What kinds of abuse and sexual abuse matter to you? How would you show others how to protect themselves? What additional situations or events would you need to include in your video or drama? For example in some communities there may be a high risk of trafficking, or girls being forced to have early marriages or to marry after being raped or boys might be sexually abused but not have anyone to go to for help or gangs might rape people or abusers might be free to abuse others without fear of punishment.
- Participants could spend time writing and practising dramas and role-plays and then acting them out of the benefit of others, as if they were going to make their own film for their own community.

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