

**Actions Speak Louder than Words**  
*(1 hour 30 minutes)*

DRAFT - For Field Test

*Training and Mentoring Skills Series  
Staff Skill Building Library  
Raising Voices*

*(SASA! Start Phase Logo)*

This module is part of a *Staff Skill Building Library* developed by Raising Voices. The *Library* consists of competency based training modules designed to strengthen skills of staff implementing or supporting community-based violence against women (VAW) prevention programs. The *Library* is designed for organizations using the *SASA! Activist Kit for Preventing Violence against Women and HIV* but can be used by anyone working to mobilize their community to prevent VAW. If you are not using *SASA!* simply replace the word *SASA!* wherever you see it in the text with the name of your methodology.

This module is part of the Training and Mentoring Skills series in the *Staff Skill Building Library*.

All materials in the *Library* can be downloaded at [www.raisingvoices.org/staffskills.php](http://www.raisingvoices.org/staffskills.php) or requested at [info@raisingvoices.org](mailto:info@raisingvoices.org) The *SASA! Activist Kit* can be downloaded at [www.raisingvoices.org](http://www.raisingvoices.org)

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## Objective

- Reflect on ways in which the principle “actions speak louder than words” plays out in SASA! activism.

## Competencies

*By the end of this session, participants will be able to:*

- Give an example of the principle of “actions speak louder than words”.
- Explain how “actions speak louder than words” applies to own life and SASA! activism work.

## Preparations

- Photocopy 1 copy of Drama scenarios and cut apart the 4 scenarios.

DRAFT - For Field Test

## Steps

### 1. Facilitate Game: Baa, Baato, Baato-Baato<sup>1</sup>

*Explanation of game for facilitator: This is a variation of Simon Says. The participants have to do as you say and NOT as you do. Demonstrate that when you say “Baa,” they must raise both their hands in front of them at 90 degrees (as if their fingernails are being inspected). If you say “Baato,” they have to raise both their hands above their head. If you say “Baato-Baato,” they have to drop both their hands by their sides. Practice a few times to make sure everyone understands the instructions. The aim of the game is to confuse players by saying one thing but doing another. So, you might say “Baa” but raise your hands above your head. Those who copy your action rather than follow the words have to sit down and are eliminated from the game. Thus, you might do and say the same thing for two or three motions and then suddenly throw in something different to catch the participants. The last person standing is the winner.*

2. Explain: *The most important principle in this game is the most important principle in conducting violence against women (VAW) training: actions speak louder than words.*
3. Ask: *Who here has children? Please raise your hands.*
4. Ask:
  - *If you tell your child not to do something—watch TV while eating dinner, for example, but then do it yourself—what will they end up doing?*
  - *They will do what you do and copy you—not what you say, right?*
5. Explain: *As SASA! facilitators, it is important that we send the same message with our actions as we are sending with our words, and model the behavior changes we are talking about.*
6. Break participants into 4 groups. Have them each take 1 of the *Actions Speak Louder Than Words* examples from the handout:
  - The 24-hour responsibility
  - Practicing Gender Balance/ Gender Equality
  - Listening to and Respecting Participant Views
  - Adapting the Training to Literacy Level so everyone feels comfortable talking
7. Each group should create 2 short dramas (no more than 3 minutes each) showing first what would happen if someone did not act in accordance with SASA! principles of nonviolence and respect and power sharing—and then second, what would happen if they did live by those principles.
8. Be sure everyone understands the instructions and let them know they have only 10 minutes to prepare.
9. After 5 minutes, check in on groups. After 10 minutes of preparation, call “stop!”
10. Ask each group to act out the

#### **Validation Option: Activity in Training**

This activity allows for group validation of the competency:

- Give an example of the principle of “actions speak louder than words”.

Does the drama accurately portray positive and negative examples of principles given? If so, then the group demonstrated the competency. If not, further training is recommended.

<sup>1</sup> Cited in Naker, D. & Michau, L. (2004). *Mobilising Communities to Prevent Domestic Violence*. Kampala: Raising Voices. *Actions Speak Louder than Words Module, Training and Mentoring Skills Series* [www.raisingvoices.org/staffskills.php](http://www.raisingvoices.org/staffskills.php)

2 dramas—the negative first, then the positive example.

11. After each group, ask: what was the principle the group depicted? Have the group members themselves answer any questions about that principle.
12. Clarify any misconceptions, but generally let each group lead the discussion briefly on their principle.
13. Summarize: *We see it is important to live our beliefs—something we will talk more and more about throughout SASA! implementation. Letting our actions match our words helps us to gain credibility as activists, and allows people to gain respect for us and the work we are doing—which allows our work to be effective.*

DRAFT - For Field Test

## Validation Options

Validation is another way to say “assessment” or “pre/post-test”. It is used to determine whether the participants in a training learned what the facilitator intended for them to learn. Instructions for how to use each validation method can be found in *Training Validation Methods: A how-to guide for assessing participant learning* downloadable at [www.raisingvoices.org/staffskills.php](http://www.raisingvoices.org/staffskills.php)

Select validation methods for each competency using the table below:

1. Choose whether the competency (specific skill) needs to be validated at a group or individual level.
2. Looking at the validation methods listed in that category (group or individual), select only **one** of the validation methods marked with an 'X' for each competency.
3. Plan a time in the training agenda to use the validation method you've chosen to test each competency.

### Suggested Validation Methods

Competency (Specific skill)	Group Validation <i>Use if it is sufficient for the group, as a whole, to demonstrate the competency</i>					Individual Validation <i>Use if essential for each participant to demonstrate the competency her/himself</i>			
	Activity in Training*	Game Show	Card Game	Answers Bingo	Pick and Play	Activity in Training*	Exit Interview / Role Play	Game Show (All Play)	Written Quiz
Give an example of the principle of “actions speak louder than words”.	X								
Explain how “actions speak louder than words” applies to own life and SASA! activism work.**	X	X	X	X	X		X	X	X

\* Activity in Training includes many possibilities, depending on the module, including brainstorms, group practices, debates, an agree/disagree/not sure exercise, and others.

\*\*See Validation Questions for this competency, to be used in Game Show, Card Game, Answers Bingo or Pick and Play methods, on next page.

## Validation Questions

- How are principles we talked about in the “actions speak louder than words” section important to your life and SASA! activism work? (Note: Principles are: 24 hour responsibility, Practicing Gender Balance/ Gender Equality, Listening to and Respecting Participant Views, and Adapting the Training to Literacy Level so Everyone Feels Comfortable Talking).
- Facilitator’s Note: Find out what the participants really learned! These cards can be cut out and used with Game Show, Card Game, Answers Bingo or Pick and Play validation methods. Full descriptions of how to use each of these validation methods are available in the *Staff Skill Building Library*. Download at: [www.raisingvoices.org/staffskills.php](http://www.raisingvoices.org/staffskills.php) and go to *Training Validation Methods: A how-to guide for assessing participant learning*.

DRAFT - For Field Test

- **Handout: Drama Scenarios: Actions Speak Louder than Words**

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Scenario 1: The 24-hour responsibility

- Background: Especially when you live near the community you work in, it is very important that you 'practice what you preach'. If you talk about equality in your training sessions, but are abusive in your own life, people notice and you lose credibility. But if you are truly non-violent, you become a positive example for others to see and learn from. In a lot of ways, being a VAW staff member is a 24-hour responsibility. That does not mean you have to be willing to talk about VAW or answer people's questions all the time, but it does mean your personal actions and choices are important.
  - Instructions:
    - Show one story of an activist who, by day, talks about nonviolence and power sharing, but in his/her own life does not practice these principles. How would people react? How would they see that person? How would they see the program?
    - Show a second story of an activist who lives their beliefs. How would people react? How would they see that person, and the program?
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Scenario 2: Practicing Gender Balance/ Gender Equality

- Background:
  - During the training session, it is ideal to have a female/male facilitation team. This is partly so the participants can witness how women and men can be equal, share responsibilities, have mutual respect for each other, etc.
  - If there are both female and male participants in your training session, be aware of the dynamics between them and be sure women and men have the chance to participate equally.
  - If there are both male and female facilitators present at the training, be sure they have similar, equal roles. For example, at break or at lunch, if female staff are serving food, be sure male staff also work to serve food.
- Instructions:
  - Show one story of 2 facilitator/ activists who present a training—but the roles of men and women is clearly not an equal partnership.
  - Show one story of 2 trainer/ activists who do have an equal partnership, and who practice the type of power sharing that is discussed in SASA!

## Drama Scenarios: Actions Speak Louder than Words, continued

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### Scenario 3: Listening to and Respecting Participant Views

- Background: Even if the facilitator does not agree with all participants, they each have some wisdom to share. Be careful to listen to and respect participant views. Participants have something to teach the facilitator as well. Even when some participant views need to be challenged, it should be done with respect so that participants feel free to share and be honest about their ideas.
- Instructions:
  - Show one facilitator who lacks respect for participants' beliefs or life experience.
  - Show one facilitator in a training group who respects participants' beliefs, knowledge and skills, and believes they have something to contribute to the group. The facilitator should challenge blaming or inaccurate comments with respect—questioning and allowing people the time to think through and respond to each other.

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### Scenario 4: Adapting the Training to Literacy Level so everyone feels comfortable talking

- Background: If the group you are training has a low literacy level, or if some participants cannot read or write—change your training methods. They have much life experience to share as well, and it is respectful to change the way you train to be sure they can fully participate. This may mean eliminating the flip chart and markers completely and using different terms when you are talking. Training is only successful if the participants understand and can engage with what you are saying. This type of respect demonstrates the type of equality we strive for.
- Instructions:
  - Show one facilitator in a training group of people who either cannot read or are not very comfortable reading, but the facilitator takes no notice of this. They in fact seem to think they have higher status because they can read and use big words and the participants cannot. The facilitator sees the participants as “ignorant”.
  - Show one facilitator in the same training group of people, but the facilitator has great respect for participant knowledge of their community, their lives, and their world. The facilitator tries to be sure that those experiences are valued and respected, through the methods s/he chooses to use.