

training

strengthening  
skills module



support

# Providing support by joining power with others

Use the sessions in the Support Module to help the SASA! Team, community members, leaders, service providers and all partners to build skills in providing support to women, men and activists affected by violence and HIV/AIDS.

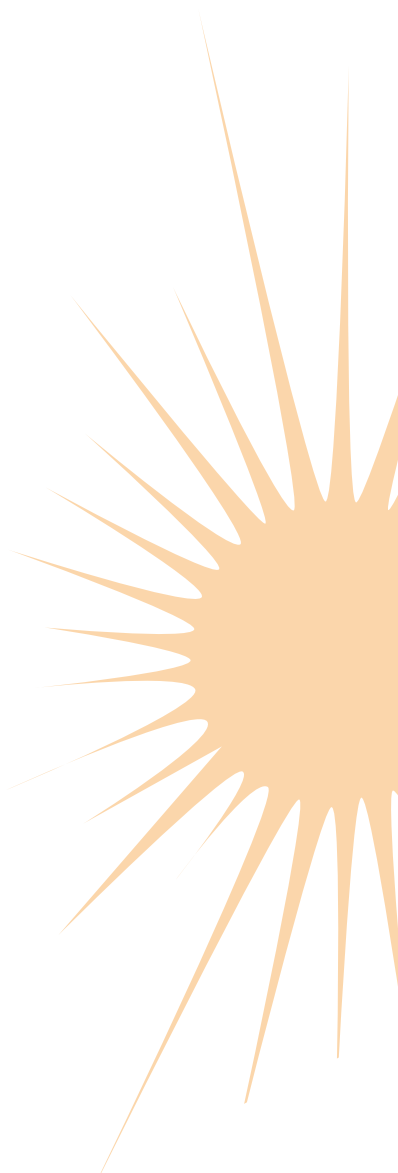
SESSION 3.1 — Joining Power with Others (2 hours)	
A. Support Wordplay	10 minutes   discussion  Participants briefly brainstorm words and expressions associated with the word “support.”
B. Power of Many	15 minutes   game & discussion  Through a game in which some participants carry an “injured person” to the other end of the room, participants learn that joining power with others creates a sense of support for all.
C. Situations of Support	30 minutes   brainstorm & discussion  Participants divide into three groups and brainstorm ways to support people in crisis, people trying to change and people speaking out about violence against women and HIV/AIDS.
D. Skill Building: Communication Basics	65 minutes   role plays & discussion  Participants review four communication skills: (1) Open Not Closed, (2) Encourage Don't Push, (3) Support Don't Judge, and (4) Listen More, Speak Less. Participants divide into three groups to practice these skills.

SESSION 3.2 — Shame, Stigma, Violence and HIV/AIDS (2 hours)	
A. Understanding Shame	35 minutes   reflection & discussion  Participants recall a time in their life when they experienced shame. The group brainstorms examples of the positive and negative self-talk that occurs when feeling badly about oneself.
B. Understanding Stigma	40 minutes   game & discussion  Through a game that creates the feeling of being judged and controlled by others, participants explore the concept of stigma.
C. Fostering Power	45 minutes   storytelling & exercise  Through a story, participants connect with the challenges of providing support. An exercise allows participants to identify and practice fostering power in support seekers instead reinforcing their feelings of powerlessness.

Optional: Barriers to Disclosure	<p>50 minutes   mini role plays &amp; discussion</p> <p>Participants divide into pairs. One person must communicate a specific request for support to their partner without speaking or writing, simulating how difficult it can be for someone to ask for support. The debrief examines the challenges and opportunities of joining our power with others', in the context of fearful disclosures and barriers to disclosure.</p>
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SESSION 3.3 — Supporting Crisis and Change (2 hours)	
A. Support throughout the Cycle	<p>50 minutes   storytelling &amp; exercise</p> <p>Using a story as a guide, participants examine the possible cycle of violence and HIV/AIDS that a woman can experience. In small groups, they list the various community members who can provide support at each stage in the cycle, and what type of support each can provide.</p>
B. Supporting Change	<p>70 minutes   brainstorming &amp; role plays</p> <p>Through a brainstorming exercise participants understand that women and men ask for support differently. In role plays they then practice techniques for providing support to men who are using violence against women, while still holding them accountable for their actions.</p>
Optional: Safety within Relationships	<p>30 minutes   reflection &amp; discussion</p> <p>Participants recall times when they felt safe and unsafe in relationships. Through discussion, they explore the importance of safety within a relationship.</p>

SESSION 3.4 — Supporting Supporters (2 hours)	
A. Activists Unite	<p>30 minutes   game &amp; discussion</p> <p>Participants are divided in half. Each group must move all of its team members from one side of the room to the other, while following several rules. The debrief examines the challenges and opportunities of joining our power as activists.</p>
B. Public Power	<p>90 minutes   brainstorming, role plays &amp; discussion</p> <p>Participants recall what it means to be an activist and why it is important to support activists. Then, through five different role plays, they practice skills for supporting activists.</p>
Optional: "Joining Power with Others" Debrief	<p>10 minutes   discussion</p> <p>Participants review the Support Training Module's key message about "joining power with others."</p>



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# SESSION 3.1



## Joining Power with Others

(2 hours)

# A. Support Wordplay

(10 minutes)

## Objectives

- Stimulate participants' focus on support.
- Introduce the concept of "joining power with others" in relation to support.

## Preparations

- Tape together 2 flipcharts and hang on the wall.
- Hang an additional single sheet of flipchart on the wall.



## Steps

1. Introduce "Session 3.1 — Joining Power with Others":

*"Welcome to the SASA! Training. This session is part of the Support phase of SASA!"*

*"SASA! is about inspiring a positive change in our communities. For individuals and communities to change they must feel supported in making that change. This session explores how we can provide support to those confronting issues of power, violence against women and HIV/AIDS."*

2. Write the word "support" in the middle of the flipchart paper.
3. Ask participants to think of words or expressions that mean "support." (Contributions could include: encourage, reassure, help, assist, etc.). Keep this process at the pace of a fast brainstorm.

4. Write all the words and expressions on the flipchart, around the word “support.”
5. Explain: *“To address issues of violence against women and HIV/AIDS in our communities, we must provide support to those living in crisis, to those trying to change, and to others who are speaking out in the community. Providing support to someone is one way of joining our power with theirs.”*
6. Explain that the following training session will explore specific options and considerations for joining our power with others’.

## B. Power of Many

(15 minutes)

### Objective

- Experience the concept of joining power with others to provide support.



### Steps

1. Explain to participants: *“We will begin with a very short exercise that helps us practice joining our power with others’ to provide support.”*
2. Explain:
  - a. *“Let’s pretend there is a person in our group who broke her/his legs and who needs to be transported from one end of the room to the other. Her/his feet cannot touch the floor. This person who broke both legs is \_\_\_\_\_ (do not choose a very small participant).”*
  - b. *“Now I need one other volunteer (do not choose a very large/strong participant) to help with transporting our friend from that side of the room to the other side of the room.”*  
Choose a volunteer.
  - c. *“Now, your task is to move the injured person across the room. And remember, her/his feet cannot touch the floor.”*
3. When the volunteer has tried, but been unsuccessful, choose another person to come help her/him. Continue in this way until enough people



have joined to be able to successfully move the “injured person” to the other end of the room.

4. Debrief the exercise in the following way:
  - a. Ask the first helper: *“How did you feel when you were trying to move the injured person alone?”*
  - b. Ask the second helper: *“How did you feel when you were trying to move the injured person just the two of you?”* Drawing on answers from the first two participants, summarize for the group that the second participant did not feel completely alone but still could not accomplish the task.
  - c. Ask all participants involved in the exercise: *“How did all of you feel when you successfully moved the injured person to the other side of the room?”* Prompt participants until the words “power” and “support” are among the contributions.
5. Summarize the exercise as follows:
  - a. *“With this exercise we have shown that by joining our power with others’ everyone can feel supported.”*
  - b. *“When a person gives or gets support she/he feels a sense of power.”*
  - c. *“Supporting others creates unity, allowing people working together to accomplish more than they could alone.”*

## C. Situations for Support

(30 minutes)

### Objective

- Increase participants’ understanding of three important groups they can support when preventing violence against women and HIV.



### Steps

1. Explain:
  - a. *“When considering the concept of joining power with others, we are not looking at the power within a person, nor the power that someone can have over another person. We are talking about how people can join their power with others’ to be stronger together and reach a certain goal.”*



- b. *"In this session we will talk about supporting people in three situations . . ."*
          - i. *Women experiencing violence and/or HIV or AIDS*
          - ii. *Women and men trying to balance power*
          - iii. *Women and men speaking out publicly on violence against women and HIV/AIDS*
        - c. *"For this exercise, participants will form three groups. Each group will brainstorm ways to support people in one of these situations."*
        - d. *"Groups will have **10 minutes** to come up with practical ideas for providing support."*
2. Ask participants to divide into four groups, by counting off from one to four, and then grouping themselves by number.
3. Assign to each group one of the four types of people needing support.
4. Alert the group when **5 minutes** remain. After **10 minutes** call "stop!" Ask participants to sit back in the circle.
5. Ask each group to present their ideas, asking one group to present at a time. After each presentation thank the presenters and ask participants:
  - a. *"Do you agree with these suggestions? Why or why not?"*
  - b. *"Are there other suggestions to add?"*
  - c. *"Why is it important that we think in advance about different kinds of support for people in these types of situations?"*
6. Summarize key points:
  - a. *"Support means joining power with others."*
  - b. *"In SASA! there are four critical groups to support: women experiencing violence and/or HIV or AIDS, men using violence, women and men trying to balance power, and women and men speaking out publicly on violence against women and HIV/AIDS."*
  - c. *"There are many ways to join power with others. Discussing them in advance allows us to be more creative and effective in the support we provide."*



# D. Skill Building: Communication Basics

(65 minutes)



## Objective

- Review and practice communication skills for providing effective support.

## Preparations

- Prepare four flipcharts, each with one of the following titles, and set aside:

Open Not Closed

Support Don't Judge

Encourage Don't Push

Listen More, Speak Less

- Prepare four flipcharts, each showing one of the scenarios found in Step 6.

## Steps

1. Explain:

*“Support providers have the power to let others feel accepted for who they are and the situation they are experiencing. Support providers achieve this by showing interest and listening. This is harder than it seems and requires specific communication skills. In this exercise we will practice some of those skills.”*

2. Hang the four prepared flipcharts stating the four communication skills. Explain that you will briefly explain each skill and then everyone will have an opportunity to practice them.

3. Explain each of the following and demonstrate:

- a. Open Not Closed

*“Mind your body language. By uncrossing your arms, looking at the other person, and leaning forward you can show that you are interested in communicating.”*

- b. Encourage Don't Push

*“Give people time to think. By making small comments like ‘tell me more about that,’ ‘what was that like for you,’ or by just nodding your head, you can help people feel safe and open up.”*

- c. Support Don't Judge

*“Simply reminding people that we are there to support them, without judging, can help people feel accepted—reducing their feelings of stigma and shame.”*



d. Listen More, Speak Less

*"Giving people the opportunity to speak can make people feel heard and important."*

4. Explain: *"Participants will form three groups. In their groups, participants will act out three scenarios, one after another. For each scenario, one group member will be the person experiencing violence, another group member will be the person providing support, and the remaining group members will be observers. There is no advance practicing and women can act male roles and vice versa. Actors will perform just for the observers in their groups."*
5. Ensure there are no questions and continue explaining: *"After 2 minutes of role playing each scenario, I will call 'stop!' At this time, two observers will become the actors. They will continue the scenario starting from the point when the former actors stopped. At the end of each scenario, the observers will share with the actors in their groups what went well and what could be improved in their use of the four communication skills."*
6. Ask participants to divide into three groups, by counting off from one to three, and then grouping themselves by number.
7. Explain the three scenarios, and hang the flipcharts with their written descriptions:
  - a. *"Scenario 1 is about a woman who hears her neighbor being beaten by her husband, as he shouts that he is going to get another woman. When she hears the husband leave, she decides to visit and offer her support. She knows it will be difficult to talk with her neighbor, because she knows the woman feels a lot of shame about having a violent husband."*
  - b. *"Scenario 2 is about a man who has been married eight years and who recently started having an affair. He confides in his friend that he is worried his girlfriend might be HIV positive. He hasn't been using any protection with her. His wife suspects he is having an affair. She even asked him to use a condom. He refused, got very angry and forced her to have sex anyway."*

- c. *"His wife suspects he is having an affair. She even asked him to use a condom. He refused, got very angry and forced her to have sex anyway. Scenario 4: A community leader in your area has started talking about violence against women and HIV at community meetings. When s/he starts to talk, others complain and insult and make fun of her/him. You are sitting in the meeting.*

8. Give each group **1 minute** to decide who, for each scenario, will be actors for the first 2 minutes and who will be actors for the last 2 minutes, ensuring each group member is an actor at least once.
9. Explain to participants that the groups will work through these role-plays and rotations simultaneously, while you keep time and tell them when to start and stop, when to switch actors, when to switch scenarios and when to share feedback.
10. Guide the role plays as follows:
  - a. Announce: *"Start with the first role play."*
  - b. After **2 minutes** have passed, call: *"Stop and switch roles."* Wait a moment while the second set of actors take their places before saying *"go!"*
  - c. After another **2 minutes** have passed, call: *"Stop! Observers, please briefly share your feedback with the actors about their use of the four communication skills. You have 2 minutes."*
  - d. After **2 minutes** of discussion shout: *"Stop and proceed to Scenario 2."* Wait a moment while the next set of actors take their places before saying *"go!"*
  - e. Repeat these steps until the group has completed all scenarios.
11. At the end of the exercise, gather participants in a large circle and have two people from each group play one of the scenarios, while the other participants observe. Let each scenario continue for **3 minutes**.
12. After each scenario, ask participants:
  - a. *"Which of the communication skills did you recognize?"*
  - b. *"Are there any comments on the skills used?"*
13. Debrief the exercise as follows:
  - a. Ask participants: *"How did it feel being the person providing support? What was easy? What was difficult?"*
  - b. Ask participants: *"How did it feel being the person receiving support? What was easy? What was difficult?"*
14. Summarize the exercise with a focus on the following:
  - a. *"These communication skills takes practice but with practice, they will come naturally."*
  - b. *"You can practice these skills when talking with friends and family."*

# SESSION 3.2

## Shame, Stigma, Violence & HIV/AIDS

(2 hours)

# A. Understanding Shame

(35 minutes)

## Objectives

- Explore the feeling of shame.
- Demonstrate that shame can be overcome by joining power with others.

## Preparations

- Prepare two flipcharts, one with the title “Shame” and one with the title “Power.” Set them aside and turn them over.

## Steps

1. Introduce “Session 3.2 — Joining Power with Others”:

*“Welcome to the SASA! Training. Many times people do not seek support because they feel shame and/or fear stigma. Shame and stigma are major barriers to seeking support. They perpetuate violence against women and HIV/AIDS. In this session we will explore these feelings and how to help ourselves and others overcome them.”*

2. Explain: “For this exercise, get comfortable in your chairs and close your eyes. Please listen carefully to what I will read, and create pictures in your minds.”
3. Once everyone’s eyes are closed, read the following guided imagery, very slowly so that participants have a chance to imagine. When you see the word “pause” take a deep breath and silently count to five to let a few seconds pass. Do not rush.



*“Think of a time when you felt badly about something you did or about who you were. (pause) It could be a time when you were a child, or an adolescent, or maybe you were an adult. (pause) Maybe it was years ago or maybe it happened quite recently. (pause) It is a time when your actions or your character did not seem acceptable and you wished that either you or the situation could disappear. (pause) Perhaps it was the way you looked, a lack of skills, or how your parents, friends or partner treated you. Think about what it was that made you feel bad about yourself? (pause) Think about this time. Try to remember it in detail. (pause)”*

*“Did your bad feelings last for a few moments, a few days or maybe even years? (pause) What were these feelings? (pause) What were the mean and negative things you were saying to yourself? (pause) Were there any positive thoughts in your mind to give you strength and hope for moving forward? (pause) What were these voices saying? (pause) Think about this time: the people in your life, the activities that filled your days. Were these affected by your bad feelings about yourself? (pause) Think about this time and all its details. (pause)”*

*“Now when you are ready, open your eyes.”*

4. Debrief the exercise:

- a. Explain: *Often when we feel badly about ourselves, because of who we are or something we did, there is also a small voice inside our head that says mean and negative things to us, such as ‘I am so stupid,’ ‘I wish I could just disappear,’ ‘I hate myself.’ These bad thoughts and feelings are called ‘shame.’”*
- b. Hang the flipchart with the title “Shame.”
- c. Ask participants: *“When you think back to that time when you felt bad about yourself, what negative thoughts and feelings did you experience?”* Record participants' contributions on the “Shame” flipchart.
- d. Explain: *“Often, when we feel badly about ourselves because of who we are or something we did, there is another small, positive voice inside our head that is trying to give us strength and hope for moving forward in the right direction. It says things like ‘I’m a good person,’ ‘I can learn from this,’ ‘I can be the person I want to be,’ ‘I have the strength to handle this situation.’ These thoughts are often far more difficult to notice, but they can remind you of your own power.”*
- e. Hang the flipchart with the title “Power.”
- f. Ask participants: *“When you think back to that time when you felt bad about yourself, what positive thoughts and feelings did you experience?”* Record participants' contributions on the “Power” flipchart.
- g. Explain that these positive statements that give strength and hope for moving forward, these give people power.



5. Summarize with a focus on the following:

- a. *"People in crisis often feel shame. They feel bad about themselves and focus on their negative thoughts."*
- b. *"Shame comes from inside ourselves when we judge ourselves unworthy or bad."*
- c. *"To reduce shame, we can encourage ourselves and others to focus on our positive thoughts."*

## B. Understanding Stigma

(40 minutes)

### Objectives

- Explore the fear and feeling of stigma.
- Demonstrate that stigma can be overcome by joining power with others.

### Preparations

- On small pieces of paper write down the following statements—one per piece of paper until you have one for each participant:

That's not my problem.  
I don't care.  
I told you to leave him.

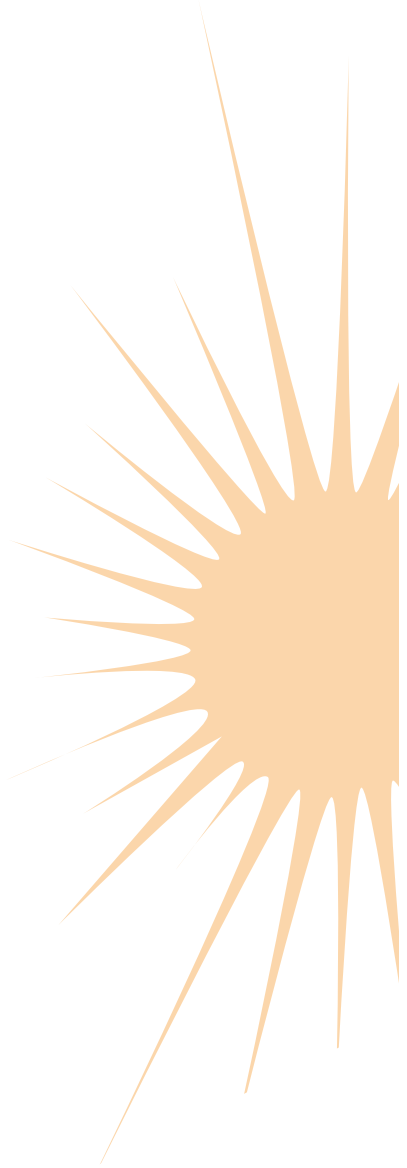
That's your fault.  
You're the one to blame.

- On one small piece of paper write: "I just tested HIV positive. My partner is now being violent towards me."

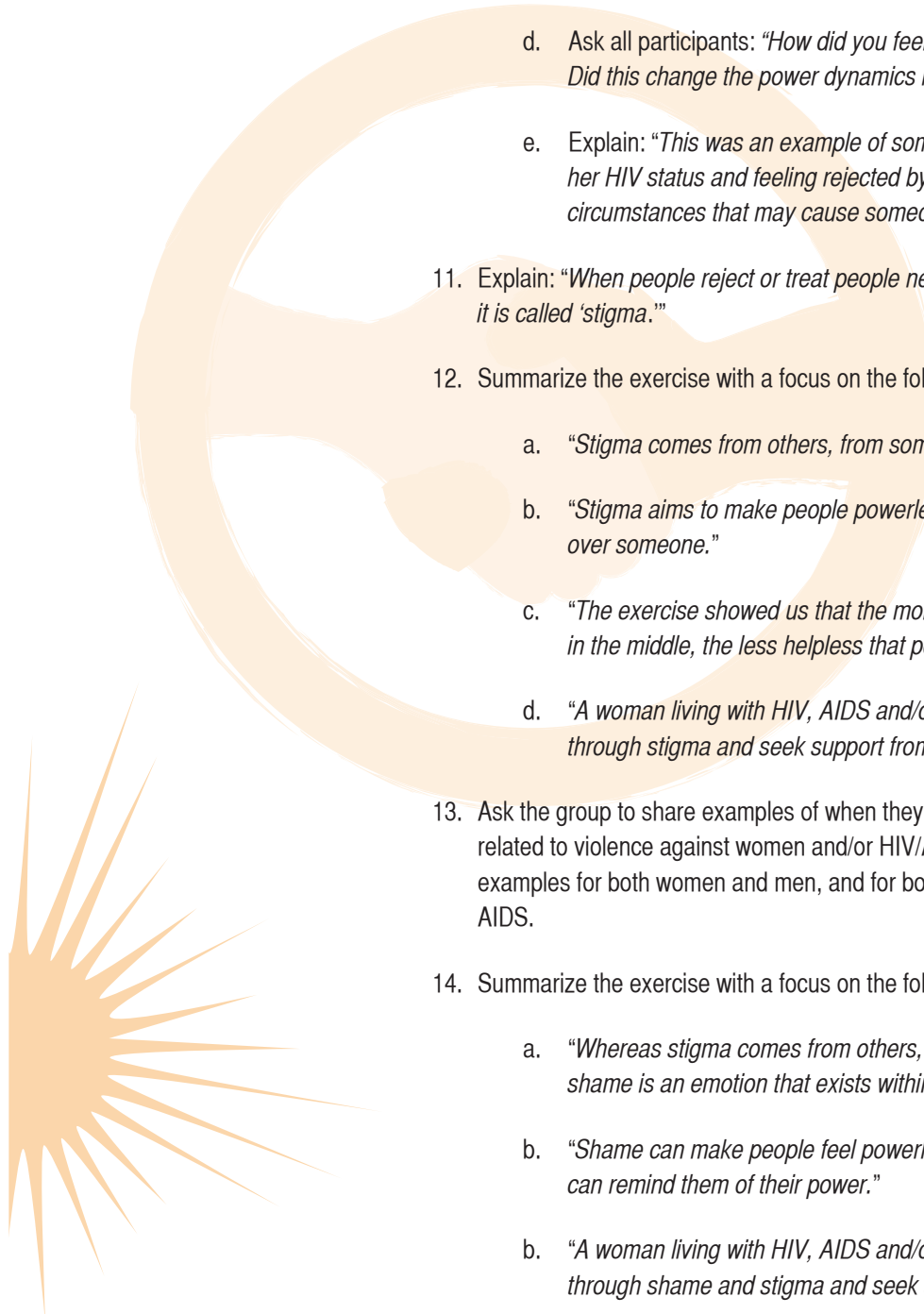
### Steps

1. Ask all participants to stand in a circle and ask one female participant to stand in the middle of the circle. Give the woman in the middle the paper saying, "I just tested HIV positive. My partner is now being violent towards me." Tell her not to show the paper to anyone.
2. Give all the remaining participants one of the other pieces of paper you have prepared. Again, ask the participants not to show their papers to anyone.
3. Ask everyone making the circle to hold hands, closing in the person in the middle.





4. Explain that the person in the middle has to find support from participants in the circle – those willing to join her in the middle of the circle. To be able to find this person she has to approach participants one by one, reading her statement and then hearing each participant's response.
5. Let the exercise start. In this first round the woman in the middle won't be able to break free, because no one has a supportive statement on her or his paper.
6. Once the woman in the middle has tried to break free for about **2 minutes**, stop the exercise temporarily and explain the following:
  - a. *"In a moment I will ask you all to close your eyes."*
  - b. *"I will walk around the circle and tap a few of you on your shoulder. Those who I tap on the shoulder will be a supporter of the woman in the middle. When she approaches you, you will think of and say a supportive statement instead of the one you have in your hand. You will then join her in the circle."*
  - c. *"Now everyone please close your eyes."*
7. Tap **4** participants on the shoulder. Remind the group again that participants who have been tapped should use a new, supportive statement when the woman approaches them. Tell the group to open their eyes.
8. Restart the exercise, and continue until several participants are in the circle with her.
9. Play the exercise again, this time converting **10** participants into supporters. Then play again, this time converting **20** participants into supporters. In a final round, convert **all** of the participants into supporters.
10. Debrief the exercise as follows:
  - a. Ask the woman in the middle: *"How did you feel at the beginning of the exercise?"* (Her responses could include: powerless, ashamed, etc.)

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- b. Ask her: *“How did you feel toward the end of the game?”* (Her responses could include: relieved, powerful, understood, etc.)
  - c. Ask the other participants: *“How did you feel rejecting the woman in the middle?”* (Responses could include: powerful, bad, guilty etc.)
  - d. Ask all participants: *“How did you feel when you or others started joining her? Did this change the power dynamics in the group?”*
  - e. Explain: *“This was an example of someone experiencing violence because of her HIV status and feeling rejected by the community. Can you think of other circumstances that may cause someone to be rejected by the community?”*
11. Explain: *“When people reject or treat people negatively because of their circumstances it is called ‘stigma.’”*
12. Summarize the exercise with a focus on the following:
- a. *“Stigma comes from others, from someone’s external surroundings.”*
  - b. *“Stigma aims to make people powerless. It is another form of having power over someone.”*
  - c. *“The exercise showed us that the more people joined power with the person in the middle, the less helpless that person felt.”*
  - d. *“A woman living with HIV, AIDS and/or violence can use her power to work through stigma and seek support from other people.”*
13. Ask the group to share examples of when they have seen people experience stigma related to violence against women and/or HIV/AIDS. Prompt participants to provide examples for both women and men, and for both violence against women and HIV/AIDS.
14. Summarize the exercise with a focus on the following:
- a. *“Whereas stigma comes from others, from one’s external surroundings, shame is an emotion that exists within ourselves.”*
  - b. *“Shame can make people feel powerless. But even a small positive thought can remind them of their power.”*
  - b. *“A woman living with HIV, AIDS and/or violence can use her power to work through shame and stigma and seek support.”*
  - c. *“When people are in crisis they often do not remember to say positive things to themselves or to others. We as supporters can help by emphasizing positive thoughts for people in crisis and seeking support, and reaching out instead of rejecting them. This reduces shame and stigma.”*

## Facilitator’s notes

- If there are no women in your group of participants, then ask one man to play the role of the woman experiencing violence—the woman standing in the middle of the circle.

## C. Fostering Power

(45 minutes)

### Objectives

- Demonstrate that support seekers have power to ask for and accept support.
- Practice fostering power in support seekers rather than limiting their feelings of power.

### Preparations

- Hang four blank flipcharts on the wall.

### Steps

1. Ask participants to imagine the following scenario:

*“A woman is being forced to have sex with her husband who has been unfaithful on several occasions. She is very worried about contracting HIV. She asks her friend next door to visit one day when her husband is away. When her friend arrives the woman is sitting on her bed with her head in her hands.”*

2. At the top of a flipchart, write the title: **“Support Seeker.”**
3. Ask participants: *“What do you think the woman experiencing forced sex is feeling?”* Write participants' contributions on this sheet of flipchart.
4. Ask participants: *“What do you think the woman experiencing forced sex is saying to herself?”* Write participants' contributions on this same sheet of flipchart.
5. At the top of a flipchart, write the word: **“Support Provider.”**
6. Ask participants: *“How do you think the support provider is feeling?”* Write down participants' contributions.
7. Explain: *“Often when a support seeker is looking for support, she or he is feeling powerless for two reasons: 1) the support seeker is experiencing a problem 2) in our communities many people believe that asking for support means the support seeker is weak or powerless. Sometimes as support providers we can reinforce this powerlessness if we are not careful.”*
8. Ask: *“Have you experienced this, either as a support seeker or a support provider?”*
9. Explain: *“We will do a quick brainstorm exercise in pairs. Please turn to your neighbor and discuss what support providers could say to those experiencing violence or HIV/”*

*AIDS that would actually reinforce support seekers' feelings of powerlessness. You have **2 minutes** to think about this in pairs. Write your ideas in your notebooks."*

10. As the pairs are working, write the title "Reinforces Feelings of Powerlessness" on a flipchart.
11. When the **2 minutes** have passed, ask the pairs to share their results with the group. List their contributions on this flipchart.
12. Explain: *"In the same pairs please discuss what support providers could say to those experiencing violence or HIV/AIDS that would foster power in the support seekers. You have **2 minutes** to think about this in pairs. Write your ideas in your notebooks."*
13. As the pairs are working, write the title "**Fosters Power**" on a flipchart.
14. When the **2 minutes** have passed, ask the pairs to share their results with the group. List their contributions on this flipchart.
15. Explain: *"These new examples all remind the support seeker of her own power. We will now do a quick role play exercise in which you will try to foster the power of a support seeker. In your pairs, decide who will be the support seeker and who will be the support provider. After **3 minutes** I will ask you to switch roles."*
16. Explain to participants that they are to use the same scenario. Reread the scenario for the group (see step 1).



17. Begin the exercise. After **3 minutes** call "stop and switch roles." After another **3 minutes** call "stop!" and ask participants to gather again in a large circle for discussion.
18. Ask participants:
  - a. "How did it feel to be the support provider?"
  - b. "How did it feel to be the support seeker?"
  - c. "What can we learn from this?"

19. Summarize the exercise by explaining the following:

- a. *"People experiencing shame and stigma have the power to move through these circumstances. As support providers we can join our power with theirs by demonstrating acceptance of and interest in their situation."*
- b. *"As a support provider it is easy to feel powerful and expect the support seeker to be powerless. We have to guard against this."*
- c. *"Support seekers have power within themselves, and it's the support provider's role to reinforce this fact and help the support seekers realize and feel their own power."*
- d. *"To bring positive change you must enter into a relationship with the support seeker in which you join your power with theirs, so that neither of you has power over the other."*

## Optional: Barriers to Disclosure

(50 minutes)

### Objective

- Experience the opportunities and challenges when providing support to those having difficulty disclosing their problems/issues.

### Preparations

- Photocopy and cut out three copies of the *"Giving and Receiving Role Play Scenarios"* found at the end of these instructions.

### Steps

1. Explain to participants: *"Sometimes when people need support they are afraid or don't know how to ask for it. Some people fear rejection from others. Other people worry that asking for support demonstrates weakness."*
2. Ask participants: *"What are other barriers to asking for support?"* Take a few minutes for participants to share ideas and experiences.
3. Explain that the group will now participate in mini role plays that simulate how these barriers can make it very difficult for someone to explain the support they need.
4. Divide participants into pairs.

5. Explain the exercise:
  - a. *"Each pair will be given a scenario about one person requesting support from another."*
  - b. *"The participants requesting support will each be given a separate strip of paper describing a request, and should not show this paper to anyone."*
  - c. *"In the mini role play, the participants requesting support must communicate their requests to their partners without talking or writing."*
  - d. *"Pairs will have **5 minutes** to complete this task."*
6. Ask each pair: *"Decide who will be requesting support and who will be giving support."*
7. Give a scenario description to each pair, and give the corresponding "request for support" to the participant in each pair who is requesting support.
8. Let the mini role plays begin.
9. Alert the group when only **1 minute** remains.
10. After **5 minutes**, call *"stop!"* and gather participants back in a circle for discussion.
11. Debrief the exercise according to the following:
  - a. Ask the participants requesting support: *"How did it feel not being able to speak or write?"*
  - b. Ask the participants giving support: *"How did it feel not being able to understand everything your partner was telling you?"*
  - c. Ask all participants:
    - i. *"How did feelings change between you as time passed?"*
    - ii. *"What strategies did you use to communicate with each other?"*
    - iii. *"Were you ever frustrated, and if yes, did this affect your communication?"*
    - iv. *"Did you ever want to give up?"*
  - d. Explain: *"Sometimes when a person is asking for support, especially about sensitive issues such as violence against women and HIV/AIDS, they must share information that is very private and even sometimes looked down upon by society."*
  - e. Ask participants:
    - i. *"How do you think this feels for the person asking for support?"*
    - ii. *"In this exercise, communication was difficult because you could not speak or write. Why would people have difficulty stating their*

*request in real life?"* (Possible responses: fear, shame, anxiety about rejection, lack of words or knowledge to express themselves, lack of trust, feeling rushed, etc.)

- iii. *"What are the risks of pushing people to seek support or to speak before they are ready?"* (Possible responses: pushing them away, forcing them into a risky situation, create distrust and fear, may have unexpected consequences, etc.)
- iv. *"What could the support provider say or do to make it easier for a support seeker to ask for support?"* (Possible responses: assure confidentiality, demonstrate acceptance, know about referrals, offer another time to meet again and talk more, etc.)

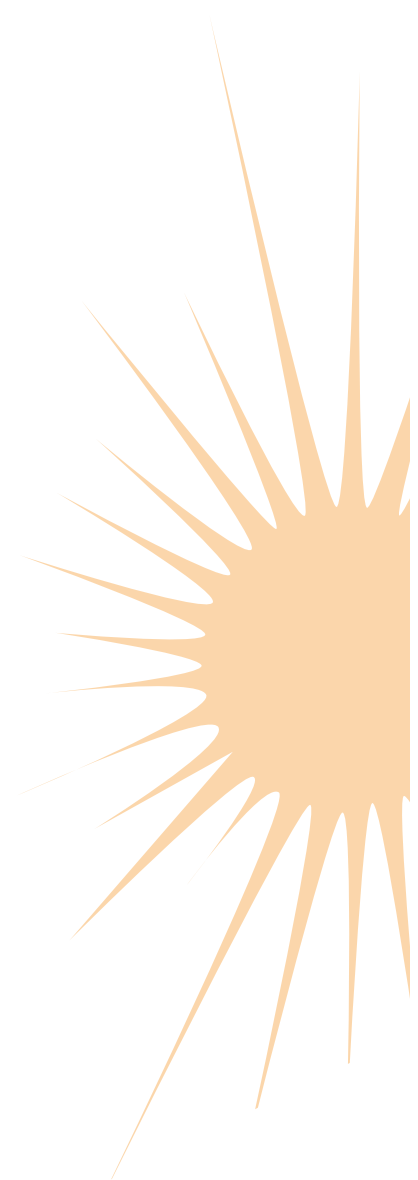
f. Summarize with a focus on the following:

- i. *"Asking for support requires power within oneself. Support seekers are not powerless"*
- ii. *"By being patient, understanding and nonjudgmental, we give the support seeker the necessary time to find their power and ask for support."*
- iii. *"When joining power with others you create a relationship in which both people have equal power."*
- iv. *"Joining power with others can take many different forms—sometimes it involves being active and engaging, and other times it involves being slow and patient."*

12. Thank participants for their active participation.

## Facilitator's Notes:

- When participants make contributions to the debrief, it may be appropriate to ask them about the scenario they were portraying in the exercise.
- Try to avoid giving two pairs sitting side-by-side the same scenario.



# Giving and Receiving Support

## Role-Play Scenarios



Scenario 1—For Pair: A teenage girl is trying to ask for support from her mother.

Scenario 1—Request for Support: “A boy at school was grabbing my breast when no one was looking. I want you to come with me to report this situation to the head master.”

Scenario 2—For Pair: A man is seeking support from his doctor.

Scenario 2—Request for Support: “I have not been faithful. My wife is afraid I have HIV and is threatening to leave with the children to the village if I do not get tested. I need an HIV test.”

Scenario 3—For Pair: A man is looking for support at an NGO that runs programs about domestic violence.

Scenario 3—Request for Support: “My friend beats his wife. I have told him that if he joins a workshop to learn about domestic violence, I will attend with him. Do you have one?”

Scenario 4—For Pair: A woman visits her parents to ask for support.

Scenario 4—Request for Support: “I am HIV positive and now my husband has abandoned me. I need you to welcome me back into your home. I will sew to make money and help pay for food.”

Scenario 5—For Pair: A community member wants support raising the issue of violence against women and its connection to HIV/AIDS at a community meeting.

Scenario 5—Request for Support: “Many families in my community are living with violence and HIV/AIDS. I want to raise it at the next community meeting but want others to be with me.”



# SESSION 3.3

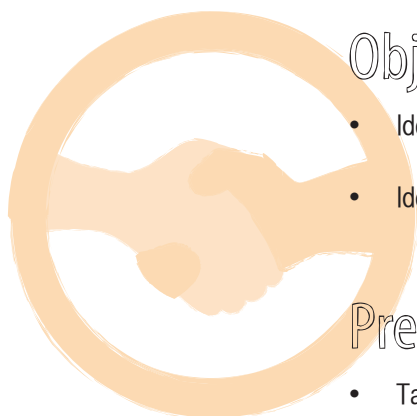


## Supporting Crisis & Change

(2 hours)

# A. Support throughout the Cycle

(50 minutes)



## Objectives

- Identify the cycle of violence and HIV/AIDS that some women experience.
- Identify the opportunities for support at the various stages in this cycle.

## Preparations

- Tape together four flipcharts to make one large square of flipchart, and hang it on the wall.
- Hang two additional flipcharts on the wall.
- Bring additional sheets of flipchart for participants to use (at least eight).

## Steps

1. Introduce “Session 3.3 — Supporting Crisis and Change”:

*“Welcome to the SASA! Training. Violence can cause HIV infection among women. A woman’s HIV positive status can also bring her violence. Violence is both cause and consequence of HIV infection. In this session, we will explore how to provide support for women experiencing the connection between violence and HIV/AIDS. We will begin with a story. Relax and listen.”*

2. Read the following story slowly:

*“Anna is 21 years old, and she is experiencing violence from her boyfriend. He often threatens her, and sometimes he pushes her to the floor when he is upset.*

*“She begins suspecting that he is having sex with other women, and may have contracted HIV. In the past they have always had unprotected sex, but she decides to ask him to use a condom. He refuses, so she begins refusing and avoiding sex with him in fear of contracting HIV. Despite her efforts, he forces her into unprotected sex several times.*

*“Anna begins to fear that she may be HIV positive, and she discloses her situation to two close friends from the community.*

*“Her friends console her. They feel very badly for her. But no one knows how or where to get support. All three of them have spent many evenings sitting together in fear and sadness.*

*"One night Anna dreams that she has been diagnosed as HIV positive. In the dream, her boyfriend finds out and beats her very badly. He tells her he never wants to see her again. When she wakes up from her dream she feels helpless and lost."*

3. Discuss the story and the cycle of violence and HIV/AIDS as follows:

- a. Ask participants: *"What is Anna's boyfriend doing to her at the beginning of the story? What types of violence are these?"*



Collect participants' responses, and write the words "experiencing violence" in the top left corner of the large square of flipchart.

- b. Ask participants: *"What does Anna do when she suspects her boyfriend may be HIV positive?"*

Collect participants' responses, and write the words "avoiding transmission of HIV" in the top right corner of the square, with an arrow coming from the last set of words.

- c. Ask participants: *"When her boyfriend forces her into unprotected sex, what does Anna begin to fear?"*

Collect participants' responses, and write the words "fear of having HIV" at the bottom right corner of the square, with an arrow coming from the last set of words.

- d. Ask participants: *"What diagnosis does Anna dream about?"*

Collect participants' responses, and write the words "living with HIV" in the bottom left corner of the square, with an arrow coming from the last set of words.

- e. Ask participants: *"In the dream, what happens when Anna's boyfriend finds out that she is HIV positive?"*

Collect participants' responses, and add one final arrow from "living with HIV" to "experiencing violence."

4. Explain to participants that this cycle, although it is partly in a dream for this woman, is being lived by more and more women every day. Title the sheet: "Violence and HIV/AIDS Cycle."
5. Remind participants that although this cycle is common, it is not the only way people experience the connection between violence against women and HIV/AIDS.
6. Ask participants to divide into four groups, by counting off from one to four, and then grouping themselves by number.
7. Give each group a stage in the cycle. Ask each group to prepare a presentation explaining WHO could best help a woman in that stage and HOW.
8. Give each group two sheets of flipchart and a marker. Allow groups **10 minutes** to prepare their presentations.
9. After **10 minutes** have passed gather everyone back in the large circle, and begin the presentations.
10. As each group presents, ask questions to expand, as necessary, on the information presented.
11. Return to the story. Remind participants' how the woman and her friends spent many evenings sitting in fear and sadness.
12. Draw participants' attention to the group presentation flipcharts. Show how there are support options at each stage of the cycle that are more effective than sitting in fear and sadness.
13. Summarize the exercise with a focus on the following:
  - a. *"A support seeker has the power to ask for support. But many people do not seek support, because they don't know it exists, or since they are overwhelmed with emotions, they forget it is available."*
  - b. *"Explain that we can join our power by reminding each other of the support options available and by helping each other access that support."*

## Facilitator's Notes

- For professional groups, discuss how their professions can liaise with the other professions and leaders offering support (i.e., health care professionals, lawyers, community leaders, counselors, NGO staff, politicians, religious leaders, village elders, etc.).

## B. Supporting Change

(70 minutes)

### Objectives

- Analyze how women and men seek support differently.
- Practice skills for providing support to men trying to change.

### Preparations

- Hang a flipchart on the wall showing the statements in Step 1.
- Hang three blank flipcharts on the wall.
- Photocopy and cut out the “Supporting Change Stories” found at the end of these instructions, so that you have two copies of each story.



### Steps

1. Facilitate a discussion by asking the participants:
  - a. *“In our community, what kind of support do women seek?”*
  - b. *“What kind of support do men seek?”*
  - c. *“How do women feel about asking for support?”*
  - d. *“How do men feel about asking for support?”*
  - e. *“Who do women usually seek support from? Why?”*
  - f. *“Who do men usually seek support from? Why?”*
2. Debrief the discussion in the following way:
  - a. *“People ask for, receive, and provide support differently.”*
  - b. *“Sometimes these differences fall into patterns for women and men.”*
3. Explain: *“In previous exercises we discussed how to support women experiencing violence and/or HIV/AIDS. In this exercise, we will explore how we can support men who are trying to change—trying to be non-violent and balance power in their relationships. We will hear six stories about supporting men who are trying to stop*

*using violence. While listening to these stories, think about the way the support provider behaves with the man."*

4. Read Story 1. At the end, ask participants: *"What do you think about the way support is provided to the man who is using violence?"*
5. Do the same for Story 2.
6. Explain that the support given in each of the stories can be classified as JUDGING or ENABLING. Judging means criticising the person rather than the act through blaming and shaming that person. Enabling means excusing their behavior and over sympathizing with them.
7. Write "judging" on one flipchart and "enabling" on another.
8. Ask the group: *"Under which title would you tape Story 1 and under which would you tape Story 2."* Tape the stories on the appropriate flipchart.
9. Ask four different participants to read the other four stories, one by one. After each story, ask the group under which heading they think the story belongs. Discuss why. When the group comes to an agreement, tape the story on the correct flipchart. List the elements of judging or enabling as they are discussed after each story.
10. Debrief the exercise in the following way:
  - a. Explain: *"When providing support to a man using violence, neither judging nor enabling supports positive change."*
  - b. Ask participants: *"How then should we provide support?"*
  - c. Write the word "accountable" on a flipchart and say: *"When we are providing support to a man using violence against women, we have to hold him accountable."*
11. Ask participants: *"What does it mean to hold someone accountable?"* (Holding a person responsible for their actions. It requires being clear and firm that the behavior is not acceptable while focusing on the act rather than the person.) Discuss.



12. Ask participants to divide themselves into six groups for the next exercise. Ask them to count off from one to six, and then group themselves by number.
13. Explain: *"Each group will be given one of the stories we have just read. Based on your group's story, create a role play that shows how men can be supported while still being held accountable for their violent behavior. You have **5 minutes** to do this."*
14. Distribute one story to each of the groups (leaving the first set of stories taped to the flipcharts and using your second set of stories to give to the groups). Ask the groups to begin their preparations.

Note: Ensure in Story 5 that participants are not putting themselves at risk. Discuss this with the group while they are preparing.

15. Alert the groups when only **1 minute** remains.
16. After **5 minutes** have passed call *"stop!"* and ask the groups to gather in the big circle.
17. Ask each group to perform their role play. After each role play conduct a discussion using the following questions:
  - a. *"Do you think that was an effective way to provide support?"*
  - b. *"Did the support provider emphasize that the man must take responsibility for his own actions?"*
  - c. *"What was done well?"*
  - d. *"What could have been done better?"*
18. Summarize key points:
  - a. *"Supporting people in crisis and supporting those trying to change are important ways of joining our power with others'."*
  - b. *"As support providers we can use verbal and body language for fostering the power of the support seekers rather than reinforcing their feelings of powerlessness."*
  - c. *"The behavior of women and men as support seekers can differ."*
  - d. *"It is appropriate and necessary to hold men accountable for the violence they use when providing them with support."* Remember, you are not supporting the violence but their ability to change.
19. Thank participants for their active participation.



# Supporting Change Stories

## Story 1 (enabling):

Ali beats his wife. Ali's friend Paul sees that Ali's wife has bruises and is injured from the last beating. Paul and Ali talk. Paul says, "Ah, women these days are getting so big-headed, I understand how you sometimes have to beat her." Ali says, "Yes, she is really problematic these days—never doing what I say." Paul says, "I understand—maybe just reduce a bit so there is less injury."



## Story 2 (judging):

Sam is with his wife at his friend Juma's wedding. His wife trips and breaks a plate on the way back from the buffet. Sam shouts at his wife in public very loudly. Juma becomes very angry, and he pulls Sam aside and also shouts at him saying, "You are abusive! You are a terrible husband! How can you treat your wife like that? You should be ashamed of yourself!"

## Story 3 (enabling):

George has a 16 year old neighbor. He enjoys seeing her and often gives her small gifts. He thinks after all the gifts he deserves to sleep with her. But she is young so George decides to ask for advice from one of the village's elders, Wilson. Wilson says, "I know it is not easy these days. Young girls all wear those sexy clothes. It's not like in my time. It is really hard to resist, but maybe you should try."

## Story 4 (enabling):

Jamal goes to his friend Alex to explain that he forced his girlfriend to finally have sex with him. He tells Alex that she was crying during and after sex, but at least now he can prove to the others that he's a man. Alex says that he understands how this could happen, that girls are never clear about what they want. He says, "They tease us and then they start crying. It's impossible."

## Story 5 (judging):

Marie hears her neighbor beating his wife. The wife is shouting for help and is clearly in pain. Marie can't stand it anymore and runs to the house. She knocks on the door and demands them to open it. When she is in the house she yells at the man: "You are terrible! I saw you with another woman yesterday, and when you come home you beat your wife! You are a disgrace to our community!"

## Story 6 (judging):

Peter is 18 years old and he has never used condoms when having sex. After an activity in school about unprotected sex and HIV, he decides to go to a health care provider to ask for condoms. Peter explains that he has always had unprotected sex before and that he now would like to try to use condoms. The nurse is furious that he has already had sex at his age. Moreover she yells: "You are a sinner! You are probably already HIV positive!"



# Optional: Safety within Relationships

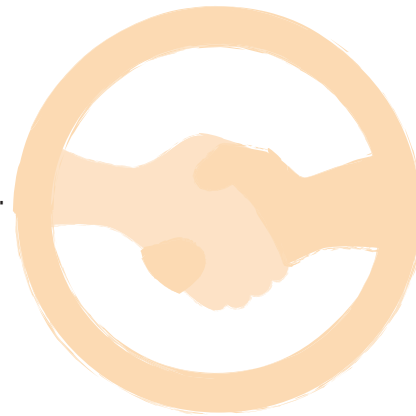
(30 minutes)

## Objectives

- Explore the consequences of an unsafe relationship.
- Link safety with the need to join our power with others'.

## Preparations

- Hang 2 blank flipcharts on the wall.



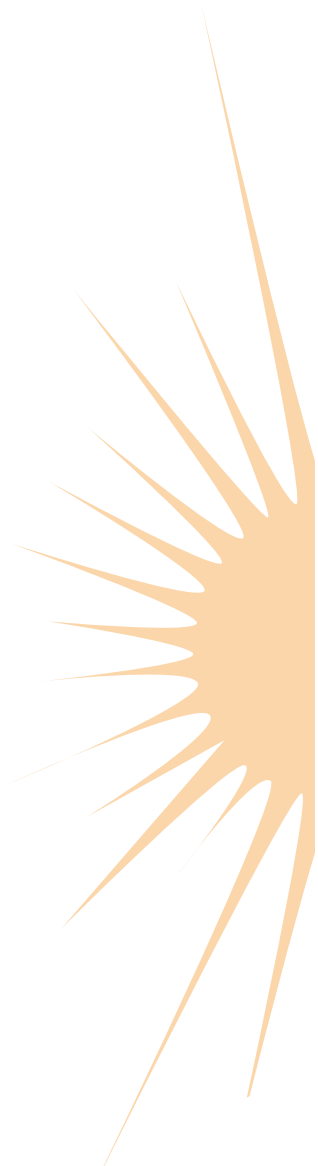
## Steps

1. Explain that this session will continue exploring the concept of what it means to join our power with others'.
2. Explain that, to begin, the group will be guided through a recall exercise.
3. Ask participants to close their eyes. Once everyone's eyes are closed, read the following slowly to participants:

*"I want you to recall a time when you felt safe in a relationship. (pause) This could be a relationship with a parent, a child, another relative or a partner. (pause) Whichever relationship you choose, choose one in which you felt completely safe. (pause) It could be a relationship from long ago or one that you are in right now, with memories from the last months or years. (pause) Think about these memories. (pause) Think about what it was that made you feel safe. Think about the other person in this relationship. What was that person like? (pause) What did she or he do to help you feel safe? (pause) How did you feel in that relationship about yourself? (pause) About the other person? (pause) Try to remember it in detail. Keep your eyes closed and imagine in silence."*

Let participants sit in silence for **1 minute**. Then ask them to open their eyes.

4. Ask participants: *"How did you feel being in this safe relationship?"* Write down all the contributions on a flipchart. (Contributions could include: respected, strong, powerful, loved, heard, relax, happy, etc.).
5. Explain: *"Now we are going to do the same exercise again, but this time recalling yourself in an unsafe relationship. As I read, please try to imagine this time in your mind."* Ask all participants to close their eyes. Then read the following:



*"Please try to recall a time when you felt unsafe in a relationship. (pause) This could have been a relationship with a parent, a child, another relative or a partner. (pause) You could be remembering a relationship from long ago or one that you are in right now, with memories from the last months or years. (pause) Think about these memories. (pause) Think about what it was that made you feel unsafe. (pause) Try to imagine the person you felt unsafe with. (pause) What did she or he do that made you feel unsafe? (pause) How did you feel in that relationship about yourself? (pause) About the other person? (pause) Try to remember it in detail. Keep your eyes closed and imagine in silence."*

Let participants sit in silence for **1 minute**. Then ask them to open their eyes.

6. Ask participants: *"How did you feel being in this unsafe relationship?"* Write down all the contributions on a different flipchart. (Contributions could include: fear, disrespect, weak, anxious, stress, threatened, intimidated, sadness, etc.).
7. Explain: *"We will form five groups, and each will be given a different topic about safety. Please discuss your safety topic with your group and be ready to share your thoughts with the larger group after **8 minutes**."*
8. Ask participants to divide themselves into five groups, by counting off from one to five, and then grouping themselves by number.
9. Give each group one of the following questions as a topic:

Topic One: *"What do you think are the benefits of living in a safe relationship?"*

Topic Two: *"What do you think are the consequences of living in an unsafe relationship?"*

Topic Three: *"Is it possible to have safe sex in an unsafe relationship?"*

Topic Four: *"What are the characteristics of a safe relationship?"*

Topic Five: *"What are the characteristics of an unsafe relationship?"*

10. Alert participants when **1 minute** remains. Call *"stop!"* when **8 minutes** have passed.
11. Ask each group to present their ideas. Gather participants' questions and ideas after each presentation.
12. Debrief the exercise as follows:
  - a. *"Safety is more than an event. It is the whole context that makes us feel safe. This is true for the community where we live, but it is especially true for our relationships."*
  - b. *"Safety is when we feel respected and loved in a relationship. It is when we trust that the other person will not intentionally try to harm us."*
  - c. *"Safety is something that we must feel in order to have healthy relationships."*

- d. *“Safe sex is very difficult to have in an unsafe relationship, because safety is more than just using a condom. It is about trust and believing the other person will respect and protect you in vulnerable moments.”*
- e. *“The feeling of safety starts in our own houses. When there is safety there is potential for health, wealth and happiness.”*
- f. *“Safety can only happen when women and men have equal power—a lack of safety is a result of the power imbalance between women and men.”*
- g. *“Not all relationships are safe. But we have the power to change this situation, in our own lives and by helping others.”*

# SESSION 3.4

## Supporting Supporters

(2 hours)



# A. Activists Unite

(30 minutes)

## Objective

- Create an experience of the challenges and opportunities when working together as activists.

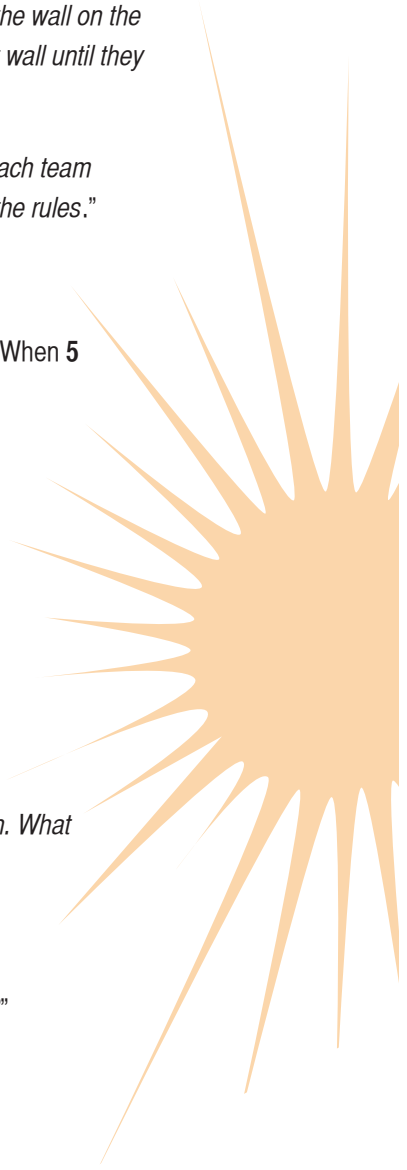
## Preparations

- Bring six pieces of standard size paper.

## Steps

1. Start each session with all participants seated in a circle. You will come back to this circle for group work and group discussions as you move through the various exercises.
2. Introduce “Session 3.4 — Supporting Supporters”:  
  
*“Welcome to the SASA! Training. In the previous training sessions we focused on how to provide support to people in crisis and those trying to change. In this session we will focus on how to join power with others who are showing public support for change, particularly about the connection between violence against women and HIV/AIDS.”*
3. Explain: *“When activists work together they act as both support seekers and support providers—offering support to each other and needing support from each other. The group will now participate in an exercise in which everyone will be a support seeker and a support provider at the same time.”*
4. Divide the group into two teams. Ask both groups to stand at one end of the room.
5. Explain the rules for the game:
  - a. *“Each group will receive three pieces of standard size paper.”*
  - b. *“Each group must move all its team members from one side of the room to the other without touching the floor directly. You can only touch the floor under two conditions . . .”*
    - i. *You can touch the floor if you are stepping on paper.*
    - ii. *If you have already reached the other side, you have the freedom to go back and help other participants in any way.*

- c. *"If a team member breaks these rules, she or he must go back to the beginning."*
  - d. *"The game begins with all team members touching the wall on one side of the room, and the game ends with all team members touching the wall on the other side of the room. Team members cannot let go of the first wall until they are following the rules about touching the floor."*
  - e. *"The first team to reach the other side wins. One person from each team should be a judge for the other team, ensuring that they follow the rules."*
6. Give three pieces of paper to each team.
  7. Alert participants when **2 minutes** remain and when **1 minute** remains. When **5 minutes** have passed call "stop!"
  8. Ask all team members to touch the wall before giving the signal to begin.
  9. Let the game start.
  10. At the end of the game, congratulate the winning team.
  11. Ask participants to sit in a circle for discussion.
  12. Debrief the exercise with the whole group, according to the following:
    - a. *"Describe your experiences strategizing before the game began. What happened?"*
    - b. *"Tell me about your experiences crossing the floor?"*
    - c. *"Tell me about the type of support you provided for each other?"*
    - d. *"How did it feel when you needed support?"*
    - e. *"How did it feel when you provided support to someone else?"*
    - f. *"When we see others working together and accomplishing something, how does it inspire and challenge us to do the same?"*
  13. Ask: *"What did you learn from the exercise in terms of how it feels joining power with others?"*
  14. Summarize the exercise with a focus on the following:
    - a. *"By joining your power with others', you can achieve much more than you can alone."*
    - b. *"As activists we are also more powerful together than alone."*
    - c. *"When working in groups or under pressure it can sometimes feel like using your power over other people is easier than joining your power with theirs."*



- d. *“When working with others or under pressure it can be difficult to slow down and ensure everyone is in a position of power.”*
- e. *“As activists there is often group work with lots of coordination and tight timelines, such as when organizing community events. It is in these high-pressure times that we must help each other live our belief in equal power.”*
- f. *“When activists join power and work together, they can increase the impact of their prevention efforts.”*

## Facilitator’s Notes:

- In the game, any approach is acceptable for getting across the room as long as participants are following the game rules.
- If the race extends beyond **10 minutes**, you may choose to end the exercise and begin the discussion.

## B. Public Power

(90 minutes)

## Objectives

- Identify why it is important to support activists.
- Examine what it means to encounter and overcome resistance in the community.
- Practice providing effective support to activists.

## Preparations

- Photocopy and cut out the **“Public Power Role Play Scenarios”** provided at the end of these instructions.

## Steps

1. Explain to participants:

*“In SASA! we are focusing on becoming activists. Activists are people who take action, who try to bring about change when they see injustice. In Start, we focused on preparing ourselves to begin addressing the power imbalance between women and men. In Awareness, our activism included speaking out about violence against women and HIV/AIDS. In the Support phase we have learned about how to be effective support providers—providing support to people in crisis as well as supporting those*


*who are trying to change. Yet we also need to join power with others in our families and in the community who are speaking out about these issues."*

2. Ask: "What do you think are the fears and obstacles for speaking out about these issues in the community? What prevents people from being activists?" Record contributions on a flipchart.
3. Ask: "Why is it important to provide support to activists?" Record contributions on a flipchart.
4. Explain: "In the following exercise we will practice providing support to activists in the community. We will recognize the common obstacles and try to build skills to overcome them. There will be five groups. Each group will create a role play based on a specific scenario provided. The role play should be no longer than **5 minutes**. You will have **10 minutes** to prepare."
5. Divide the participants into groups of five, by having them count off from one to five, and then group themselves by number. Give a scenario to each group, from those provided at the end of these instructions.
6. Alert participants when only **1 minute** remains. Call "stop!" when **10 minutes** have passed.



7. Invite the groups to present their role plays.
8. After all the role plays have been presented facilitate a discussion with the following questions:
  - a. "What did you learn from the role plays?"
  - b. "How did it feel to be the activist?"
  - c. "How did it feel to be the supporter?"
  - d. "How did it feel to play those community members resisting change, by ignoring or insulting the activists?"
  - e. "Who had power in these situations?"



- 
- f. *“What can we learn about power and its importance in providing support?”*
  - g. *“Why is it so important to provide support to activists?”*
9. Brainstorm: *“What kinds of practical support can we provide to activists?”* Record participants' contributions on the flipchart.
10. Debrief the exercise:
- a. *“It takes energy and courage to be a support provider, but it can be a very powerful experience.”*
  - b. *“As activists, it is helpful to find support from others before you support someone in crisis or considering change.”*
  - c. *“As bystanders, our actions make a difference when one person is trying to support another person living with violence or HIV/AIDS. Whether we are ridiculing, remaining silent or supporting the activist can deeply influence the outcome.”*

# Public Power Role Play Scenarios

## Scenario 1

A woman hears her neighbor being beaten by her husband and hears him threatening to marry another woman. Many other people in the compound hear the violence as well. She decides to go to the local leader. Several community members are insulting her for this, saying it is private family business. One other woman decides to support her.

## Scenario 4

An adolescent boy sees a male teacher harassing girls. He knows the girls are scared. Other boys join in and laugh when this teacher makes sexual comments about the girls. The boy decides to speak up. He is made fun of by other students, and the adults tell him he is a trouble-maker. One person supports him.

## Scenario 2

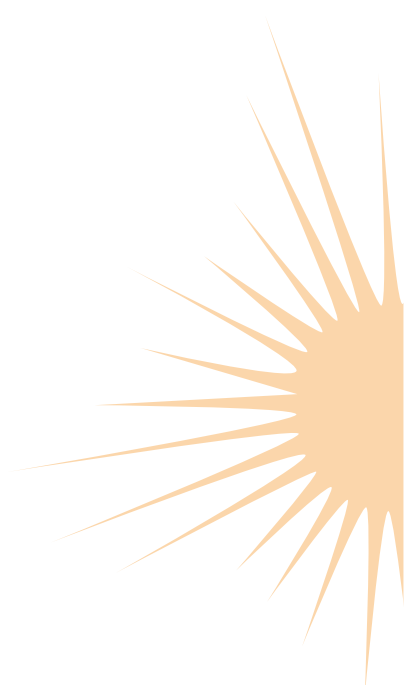
At a community meeting the issue of HIV/AIDS is raised. A man starts saying HIV is increasing because women are having many affairs these days. One HIV positive man decides to speak up. He says that blame – either of women or men doesn't help anyone. He tells his story of his own unfaithfulness and how that brought the disease to his family. Some community members jeer him; a few support him.

## Scenario 5

An auntie notices that her niece has been receiving presents and seems to have money. A longtime male family friend has been around lately. She sees him treating her niece in inappropriate ways. She calls a family meeting to discuss it. Many family members don't believe her or accuse her of being jealous. One person supports her.

## Scenario 3

A woman decides to talk about violence against women and HIV in her next women's group. She explains the importance of reaching out to others when we know they are struggling or are struggling ourselves. She wishes that relationships could be less violent for everyone in the community. On the day of the meeting, her friend, who is also part of the women's group, supports her. Others just stare silently at her.



# Optional: “Joining Power with Others” Debrief

(10 minutes)

## Objective

- Review the concept of “joining power with others.”

## Preparations

- Hang a sheet of flipchart titled “Power With.”



## Steps

1. Ask participants to sit in a large circle.
2. Review the key concepts from the Support Training Module. Use the following questions as a guide.
  - a. “What does it mean to join our power with others?”
  - b. “Who can we provide support to? (Answers: women experiencing violence and/or HIV/AIDS, men trying to change, women and men trying to balance power and activists)”
  - c. “Why is it so important to join power with others?”
3. Ask participants: “Share with us the most important thing you have learned about joining your power with others” Record their contributions.
4. Summarize: “It is important to join our power with others to prevent violence against women and HIV/AIDS. Joining together reduces shame and stigma and provides opportunities for support. Support is essential when trying to make positive change. We all need support and we can all give support. It’s up to us! We can join our power to create happier and healthier homes!”
5. Congratulate everyone for participating. Express your confidence in them to become effective supporters of positive change!





Preventing Violence Against Women and HIV

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