

training

inspiring behavior  
change module



action

# Using our power to take action

Use the sessions in the Action Module to help the *SASA!* Team, community members, leaders, service providers, and all other partners to explore practical ways of using their power to take action to prevent violence against women and HIV infection.

## SESSION 4.1 — The Everyday Activist (2 hours)

|   |   |
|---|---|
| A. Action Wordplay                      | 10 minutes   discussion<br><br>Participants briefly brainstorm words and expressions associated with the word “action.”   |
| B. Living Our Beliefs                   | 50 minutes   discussion & individual worksheet<br><br>Participants examine picture cards of an activist living or not living her beliefs. A debrief explores the importance of modeling your beliefs. Participants then complete a worksheet that compares their own beliefs to their own behaviors regarding power, violence and HIV/AIDS.                 |
| C. Everyday Activism Opportunities      | 60 minutes   storytelling, exercise & discussion<br><br>Participants listen to a story that demonstrates the many social interactions we have in a single day. A discussion explores how each of these interactions is an opportunity for activism. Participants complete an exercise exploring the opportunities for everyday activism in their own lives. |
| Optional: Small Actions Mean Big Change | 25 minutes   exercise & discussion<br><br>Through a guided calculation, participants understand that one person’s small actions can seem initially minimal, but add up to be quite substantial.   |

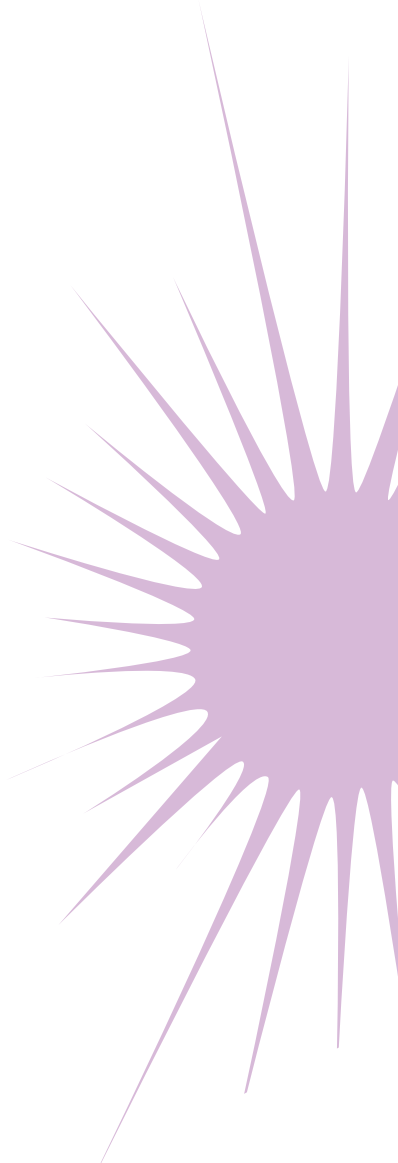
## SESSION 4.2 — Effective Activism (2 hours)

|  |  |
|--|--|
| A. Challenges to Preventing HIV                    | 60 minutes   game & discussion<br><br>In a game show format (allowing for the involvement of all), participants compete by explaining how particular characters could or could not use one of the ABC prevention strategies. The debrief reviews how the imbalance of power between women and men was not considered when designing the ABC method of HIV prevention and how our prevention efforts must move beyond this. |
| B. Challenges to Preventing Violence against Women | 30 minutes   exercise & discussion<br><br>Participants engage in a brief exercise and contribute to a group discussion that reveal the downfall of addressing violence against women by only talking to women.   |

|                        |  |
|------------------------|--|
| C. Activist Approaches | <p>30 minutes   guided imagery &amp; discussion</p> <p>Participants listen to a guided imagery describing examples of harmful, ineffective, and effective approaches to activism. In a group discussion, they discuss the characteristics of each.</p> |
|------------------------|--|

|   |   |
|---|---|
| SESSION 4.3 — Getting Practical (2 hours) |   |
| A. Practicing our Activism                | <p>120 minutes   activity facilitation &amp; discussion</p> <p>In groups, participants prepare an activity for engaging a specific group of community members either using <i>SASA!</i> issues or activities from the <i>SASA!</i> Activist Kit. They facilitate part or all of this activity with the other participants and get feedback to strengthen their efforts.</p> |

|   |  |
|---|--|
| SESSION 4.4 — Sustaining Activism Efforts (2 hours) |  |
| A. Step-by-Step Activism                            | <p>35 minutes   exercise &amp; discussion</p> <p>Participants are divided into small groups, and each group is given the same task. Half the groups are given step-by-step instructions, including the instruction to cheer after each step. Participants discuss the value of thinking about activism as taking many small steps.</p> |
| B. Motivators and Obstacles in Our Activism         | <p>60 minutes   brainstorming, group work &amp; discussion</p> <p>Participants share their motivations and obstacles for being activists and identify ways to overcome the obstacles.</p>  |
| C. Claim Your Power                                 | <p>25 minutes   shout out &amp; discussion</p> <p>Participants take turns stating, “I have Power,” and discuss the thoughts and feelings provoked by believing in one’s own power.</p>   |
| Optional: “Power to Take Action” Debrief            | <p>10 minutes   discussion</p> <p>Participants review the Action Training Module’s key message that everyone has “the power to take action.”</p>   |



# Table of Contents

|   |    |
|---|----|
| SESSION 4.1 — The Everyday Activist (2 hours).....                    | 4  |
| A. Action Wordplay (10 minutes) .....                                 | 5  |
| B. Living Our Beliefs (50 minutes) .....                              | 6  |
| C. Everyday Activism Opportunities (60 minutes) .....                 | 12 |
| Optional: Small Actions Mean Big Change (25 minutes).....             | 14 |
| SESSION 4.2 — Effective Activism (2 hours).....                       | 16 |
| A. Challenges to Preventing HIV (60 minutes) .....                    | 17 |
| B. Challenges to Preventing Violence against Women (30 minutes) ..... | 20 |
| C. Activist Approaches (30 minutes).....                              | 23 |
| SESSION 4.3 — Getting Practical (2 hours).....                        | 25 |
| A. Practicing our Activism (120 minutes).....                         | 26 |
| SESSION 4.4 — Sustaining Activism Efforts (2 hours).....              | 29 |
| A. Step-by-Step Activism (35 minutes).....                            | 30 |
| B. Motivators and Obstacles in Our Activism (60 minutes).....         | 33 |
| C. Claim Your Power (25 minutes) .....                                | 35 |
| Optional: “Power to Take Action” Debrief (10 minutes).....            | 36 |

# SESSION 4.1



## The Everyday Activist

(2 hours)

# A. Action Wordplay

(10 minutes)

## Objectives

- Stimulate participants' focus on action.
- Introduce the concept of "having the power to take action."

## Preparations

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



## Steps

1. Introduce "Session 4.1 — The Everyday Activist":

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

*"SASA! is about inspiring a positive change in our communities. For individuals and communities to change they must know how to use their power to take action. This session explores the power we all have to take action and create community-wide change in confronting violence against women and its connection to HIV/AIDS."*

2. Write the word "action" in the middle of the large square of flipchart paper.
3. Ask participants to take turns contributing words or expressions that mean "action." Encourage participants to use their local language.



4. Write all the words and expressions on the flipchart, around the word “action.”  
(Contributions could include: movement, activity, work, effort, etc.) Keep this process at the pace of a fast brainstorm.
5. Explain: *“In addressing the issues of violence against women and HIV/AIDS in our communities, we need to take specific actions that increase prevention. Everyone has the power to take action to create positive change. Taking action is yet another way to positively use one’s power.”*

## B. Living Our Beliefs

(50 minutes)

### Objective

- Examine our beliefs and whether we are living them.

### Preparations

- Photocopy six sets of the “[Living Our Beliefs: Activist Images](#)” found at the end of these instructions.
- Photocopy the “[Living Our Beliefs: Self-Analysis Worksheet](#)” found at the end of these instructions, for distribution to all participants.

### Steps

1. Explain to participants: *“In this exercise we will examine the importance and the challenges of practicing what we believe in. The most essential part of being activists is living our beliefs.”*
2. Ask participants: *“What does it mean to ‘live your beliefs’?”* (Answer: To act in a way that matches your values and opinions.)
3. Ask participants to divide themselves into six groups, by counting off from one to six and then grouping themselves by number.
4. Explain: *“Each group will receive the same set of images about an environmental activist. Take a few minutes within your groups to examine the images closely.”*
5. Give each group a set of images.
6. After **4 minutes**, ask participants the following questions:
  - a. *“What is the activist doing that shows us she believes in caring for the environment?”*

- b. *"What is the activist doing that contradicts her belief in caring for the environment?"*
- c. *"Does the conflict between her behaviors and beliefs make her activism have a stronger or weaker impact on others?"*

Keep this discussion quick and brief—no longer than **10 minutes**.

7. Explain: *"Often times, what we say we believe is different than how we choose to act in our daily lives. It is often hard to have our beliefs match our behaviors. People involved in activism must constantly evaluate whether they are living their beliefs, because they are role models for others."*
8. Ask participants: *"How might the challenge of living our beliefs affect our work on the connection between violence against women and HIV/AIDS?"* Discuss.
9. Ask participants: *"Think quietly about your own life and your own relationships for a few minutes . . ."*
  - a. *"Think about the last time you were with your partner and the time you spent together. What was your interaction like? Did your behavior match your beliefs? Are there times when it doesn't?"*
  - b. *"Try to think of one time when you lived your beliefs in your interactions with your partner and another time when you didn't. Think of examples from the recent past."*

\* For young people not yet in relationships see Facilitator's Notes below for an adaptation.

10. Ask participants: *"Please turn to your neighbor and share these two situations with her/him. This is a private discussion with you and your neighbor. I encourage you to be honest. You will not have to share these thoughts with the rest of the group."*
11. After **4 minutes** have passed, call "stop!"
12. Give each participant a copy of the **"Living Our Beliefs: Self-Analysis Worksheet."**
13. Explain the exercise as follows:
  - a. *"Review the statements on the left, and check off the sentences that represent your beliefs."*
  - b. *"For each statement that you checked-off, fill in the column on the right by listing any of your behaviors that do NOT match the corresponding belief."*
  - c. *"This evaluation is only as helpful as you are honest. List as many examples as possible of contradicting behaviors. The more examples you list, the more helpful the worksheet will be to you."*
  - d. *"Also, in the blank spaces provided, add your own belief statements and explore the behaviors that may contract those beliefs."*
  - e. *"Looking for contradictions between your beliefs and behaviors is a common activity among activists, even among leading activists. It is natural to have*



*contradictions in our lives. Your success depends on your ability to be honest with yourself and depends on your efforts to eliminate whatever contradictions you discover.”*

14. Read the belief statements aloud. Ask participants if they have any questions. Conduct the exercise.
15. After **10 minutes** or when all participants are finished writing (whichever comes first), ask participants to sit in a circle for a discussion.
16. Invite participants to share some of the contradictions they discovered. Conduct this discussion for about **10 minutes**.
17. Ask participants:
  - a. *“What are some of the risks and concerns you have about living your beliefs?”*
  - b. *“What are some of the reasons we don’t always want to live our beliefs?”*  
(Contributions could include: makes life harder, always have to be aware, could be judged or teased by others, etc.)
18. Summarize the exercise with a focus on the following:
  - a. *“The effectiveness of our activism increases when we are living what we believe.”*
  - b. *“By simply living what we believe, we influence others. This is shown in the sometimes fearful and aggressive behaviors some people might make toward us as activists. Not everybody likes the idea of change. Some people think it is easier to keep everything the same.”*
  - c. *“Everything we do—all our words and actions—have an influence on other people and on our whole community. In a community everybody influences everybody, often without realizing it.”*
  - d. *“Our behaviors, particularly at home and with our partners, may seem private and personal. However, the personal decisions and behaviors of each community member create the ‘norms’ (attitudes and behaviours considered normal) in a community. They influence who we are as friends and neighbors, and they eventually influence the values, priorities and even policies in a community.”*

## Facilitator’s Notes

- In Step 9, for participants without partners or children, ask the following questions instead:
  - a. *“Think about a family member you see often, such as your mother, father or a sibling. Think about the last time you were with that family member and the time you spent together. What was your interaction like? Did your behavior match your beliefs? Are there times when it doesn’t?”*
  - b. *“Try to think of one time when you lived your beliefs in your interactions with this family member and another time when you didn’t—think of examples from the recent past.”*

## Living Our Beliefs: Self-Analysis Worksheet

| BELIEF STATEMENTS   | CONFLICTING BEHAVIORS |
|---|-----------------------|
| I believe that women and men in relationship can and should balance power.                      |                       |
| I believe that people living with violence, HIV and/or AIDS have power.                         |                       |
| I believe that I can speak out in my community about the power imbalance between women and men. |                       |
| I believe that women and men both have a right to say no to sex if they don't want it.          |                       |
| I believe that violence is unacceptable.  |                       |
| I believe violence is not a private matter, that we all have a responsibility to take action.   |                       |
| I believe using power over another person is an abuse of power.                                 |                       |
| I believe that women and men are equal.   |                       |
| I believe that positive change is possible.   |                       |
|   |                       |
|   |                       |
|   |                       |

# Living our Beliefs: Activist Images





# C. Everyday Activism Opportunities

(60 minutes)

## Objective

- Recognize opportunities for taking action in our everyday lives.

## Preparations

- Hang one blank flipchart on the wall.

## Steps

1. Explain to participants: *"Every day we interact with many people. With all these people we could be fostering change through our words and actions. Yet often we are not aware of this and feel that activism can only be some large or well-planned activity. Our attitudes and actions affect others. Our choices can inspire others to also create positive change in their own lives. We may think that we have little power to make a difference, but in reality we can be a spark that lights a fire! Many times the most effective activism is what happens in the course of normal life."*

2. Explain: *"I am going to read you a simple story. Please make yourself comfortable and listen carefully."*

3. Once you have everyone's attention, begin reading:

*"John is a farmer. He lives in a small farming community. It's Sunday, the only day he gets to sleep longer and rest a bit. He and his family get up at 7:00 A.M., bathe and have breakfast. From 8:00 A.M. until 10:00 A.M. they go to church, after which they talk for a while with some of their fellow church members. On the way home they stop at the market to buy some vegetables and food for cooking. They come home and prepare food, with everyone helping in the food preparations, and at 1:00 P.M. they enjoy a nice meal together. At 2:00 P.M. John goes to the big mango tree where his friends gather for talking and sometimes playing a game. From 4:00 P.M. until 5:30 P.M. the whole family goes to visit a relative with a sick child. When they arrive back home, there are neighbors sitting outside enjoying a rest. John's wife cooks a special supper. Some neighbors come by and they all share food. The whole family takes supper at 9:00 P.M. and goes to bed at 10:00 P.M."*

4. Debrief the story in the following way:

- a. Explain: *"The story, about a day in the life of John, is a simple one. It focuses on the social interactions John had during his Sunday. This could have been the story about any woman or man living in your community. Let's review John's day and the social interactions that he had."*

- b. Write on the flipchart “7:00 A.M.”
  - c. Ask participants: “*What social interaction did John have first thing in the morning?*” (Answer: He had breakfast with his wife and children.)
  - d. Write the answer on the flipchart next to the corresponding time. In this case you could just write “breakfast with wife and children.”
  - e. Review John’s whole day like this, writing down the time and the corresponding social interaction. Reread parts of the story if needed to help participants remember.
5. Summarize as follows:
  - a. “*Everybody has social interactions each day.*”
  - b. “*Every social interaction is an opportunity for activism. Remember that activism can be personal or public.*”
6. Ask participants: “*Please choose a day from the past week. In your notebook write out your day and its social interactions like we have done for John. Write down both formal and informal interactions, personal (with family) or public (with community members, colleagues, etc). For each social interaction write down a way you could have used that social interaction for activism. Take **5 minutes** to do this independently.*”
7. Call “stop!” after **5 minutes** have passed.
8. Ask participants: “*Please turn to your neighbor to discuss your work. Explain your day and its opportunities for personal or public activism. Be specific. Work together to ensure you have named specific ways to take action for each social interaction. You will have **6 minutes** for this discussion. After **3 minutes**, I will tell you to switch roles and begin working on the other person’s opportunities for everyday activism.*”
9. Ask participants to begin. After **3 minutes** ask participants to switch roles. When **6 minutes** have passed call “stop!”
10. Debrief the exercise, using the following questions as a guide:
  - a. “*What did you learn from this exercise?*”
  - b. “*Did the exercise help you think differently about your day and your role as an activist? If so, how? If not, why not?*”
  - c. “*What times of day or types of social interaction were the most challenging for identifying how to take action?*”  
Note: Obstacles are discussed in more depth in Section 4.4.
11. Summarize as follows:
  - a. “*Everyone can take action.*”
  - b. “*Action comes in many forms. Activism does not have to always be a large or organized event. We can be activists in our everyday interactions and relationships. Every choice we make throughout a day allows us to live and demonstrate our beliefs.*”

- c. *"It is actually when our activism becomes part of our everyday life that we will begin to see social change."*
- d. *"Everyone has the power to reach many people. The more people we reach out to, the more we will be able to effect social change."*
- e. *"If each of you reach 10 people, and those people reach 10 people and those people reach 10 more, we will soon create a critical mass—a large enough number of people committed to non-violence for non-violence to become a community norm."*

## Optional: Small Actions Mean Big Change

(25 minutes)

### Objective

- Emphasize the importance of small, personal actions.

### Preparations

- Hang two blank flipcharts on the wall.

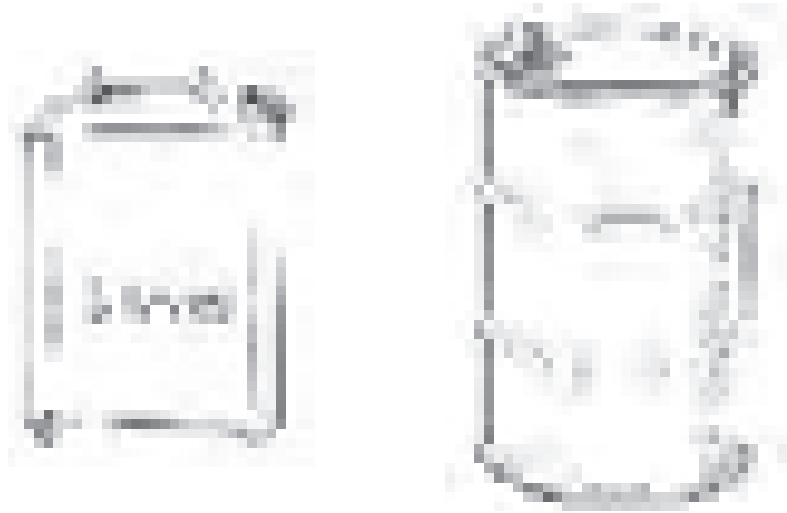
### Steps

1. Explain to participants: *"Often we think that the small things we do cannot really make a big change, and yet it is often the small things that have the largest impact. In this exercise, we will do a calculation to demonstrate this."*
2. Explain: *"Let's think of an environmentalist who saves water by washing her dishes in a basin, instead of under the running tap."*



3. Ask participants:

- a. *"How much water do you think she can save that way?" (Answer: 5 liters)*
- b. *"That is not much! Is it really worth making the effort to use a basin, only to save 5 liters? Let's continue our calculation. How many times a day does she do the dishes?" (Answer: 3 times)*
- c. *"That already makes a savings of 15 liters per day. Multiplied by 365 days a year that makes 5,475 liters a year. That is 27 drums of water."*



- d. *"That's already a lot, which she can accomplish alone through a small action. But what if others joined, what if others also started saving water? Let's say she can convince 10 people to save water when washing dishes. Let's say she can convince her mother, her mother-in-law, two neighbors, her two relatives, her son and daughter and two friends. That way 54,750 liters would be saved a year, or 2,737 drums of water—just because of her!"*
- e. *"Can you imagine the change if the 10 people she convinced went on to convince 10 others and so on?"*

4. Debrief this calculation by asking the following:

- a. *"What can we learn from this calculation?"*
- b. *"Can this idea apply in our work to prevent violence against women and HIV?"*

5. Summarize key points:

- a. *"Everybody has a role to play in the community. This role can seem very small on its own, but if we imagine all the people in the community playing their small role, we see that eventually this becomes a big change."*
- b. *"Part of activism is not only changing ourselves but encouraging others to also create change."*



# SESSION 4.2

## Effective Activism



(2 hours)

# A. Challenges to Preventing HIV

(60 minutes)

## Objective

- Explore the challenges of using the ABCs to prevent HIV.

## Preparations

- Hang a blank flipchart on the wall.
- Fill two bags with small pieces of paper, each with words as indicated below:

### BAG 1: ABCs

Abstain  
Be Faithful  
Condoms  
Abstain  
Be Faithful  
Condoms

### BAG 2: Characters

Married Woman  
Married Man  
Third Wife  
Polygamist Man  
14-Year-Old Girl (pressured by teacher)  
Male University Student

- Hang one sheet of flipchart on the wall with the following text:

### Score

Group 1:  
Group 2:  
Group 3:  
Group 4:  
Group 5:  
Group 6:

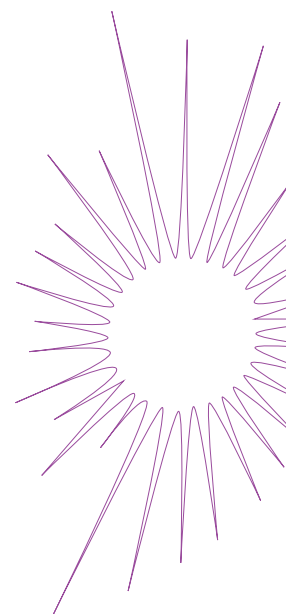
- Optional: Bring five items to clang or ring (e.g., bowls and sticks).

## Steps

1. Introduce “Session 4.2 — Effective Activism”:

*“Welcome to the SASA! Training. To be effective activists we must not only explore all the opportunities for activism but also the ways that activism can fall short of its goal or even be harmful, if we are not careful. This session will address many ideas and assumptions to be cautious about in our activism and how we must learn lessons from activists who came before us.”*

2. Explain to participants: *“This first exercise will explore HIV prevention. Several years ago, people came up with a solution for preventing HIV. They called it the ABCs. What*



does ABC stand for when thinking about HIV prevention?" (Write the answers on the blank flipchart: Abstain, Be Faithful, Use Condoms.)

3. Explain: "Over time it became clear that the ABCs worked for some people, but did not work well for others. Yet the ABCs are still often thought of as the 'solution' for HIV prevention. This exercise will explore whether the ABCs are effective activism for HIV prevention."
4. Divide participants into six teams by asking participants to count off from one to six, and then group themselves by number.
5. Give each team something to clang or ring (or instead they could clap their hands or whistle).
6. Show everyone the two bags filled with the pieces of paper.



7. Explain the rules of the game:
  - a. "There are two bags. One has names of characters in it, for example, 'a university student.' The other has the ABCs in it."
  - b. "The first team to have a turn pulls one piece of paper out of each bag. They read the two papers aloud—one character and one of the ABC prevention strategies. **All of the teams** then discuss whether this particular prevention strategy would work for this particular character, answering the questions: **Is it likely in our community that this character would use this prevention strategy? Why or why not?**"
  - c. "All of the teams should develop an answer by analyzing the power of the character. Think about whether it is **likely** and **realistic** that the character would use this particular prevention strategy, not just whether it is possible."

- d. *"After **1 minute**, one member of the team that is having its turn will present their team's response."*
  - e. *"The team has **1 minute** to explain their answer. The facilitator will strictly time the presentation and call 'stop!' when **1 minute** has passed."*
  - f. *"After the facilitator calls 'stop!', one other team has the opportunity to challenge or amend the explanation. To do so, this team must be the first to ring their bell and must be able to give their explanation immediately. If no one rings a bell within **10 seconds** the next team begins their turn by pulling their pieces of paper from the bags."*
  - g. *"Each team gets **one point** for each turn, and **two points** for each time they challenge or amend with acceptable reasoning. The other participants determine whether a team has used acceptable reasoning, and if no general consensus can be reached, participants of the teams not playing or refuting/ amending can vote by raising their hands."*
  - h. *"As for who speaks on behalf of each team, each team member must contribute once before any team member can contribute a second time."*
  - i. *"The facilitator will keep score on the prepared flipchart."*
  - j. *"We will run out of pieces of paper when all the teams have had a turn."*
  - k. *"The team with the highest score wins."*
8. Ensure there are no questions. Then choose the team to begin, and start the game.
  9. When all the teams have pulled papers from the bags, congratulate the winning team and thank everyone for their ideas.
  10. Debrief the exercise by asking the following:
    - a. *"What did you learn from this exercise?"*
    - b. *"What does it mean if the ABCs are the main strategies given to people for HIV prevention?"*
    - c. *"Do the ABCs take into account the power imbalance between women and men? What effect do you think this has on the effectiveness of the ABCs?"*
    - d. *"How can talking about power imbalances and encouraging a balance of power between women and men be more effective in preventing HIV than the ABCs?"*
  11. Summarize the exercise according to the following:
    - a. *"The imbalance of power in relationships was not considered when the ABCs were created."*
    - b. *"Simple messages and solutions are difficult to apply to complex situations. Relationships between women and men and the power differences between them are complex."*

- c. *“The ABCs are only partially effective in preventing HIV. We now know that power must always be considered when taking action to prevent HIV.”*

## Facilitator's Notes

- If two or more teams ring the bell at the same time, the facilitator will decide which team can challenge/amend, by writing the numbers of all the interested teams on small pieces of paper and pulling one of them at random. The number that is picked is the number of the team that can challenge/amend.

## B. Challenges to Preventing Violence against Women

(30 minutes)

### Objective

- Explore the challenges to preventing violence against women.

### Preparations

- Make three copies of the “Challenges to Preventing Violence Against Women: Belief Statements” found at the end of these instructions. Cut them out and put them in a bag.

### Steps

1. Explain to participants: *“For a long time people tried to stop violence against women by providing information to women about their human rights and community resources. This seemed like the most logical approach—but it was a type of activism that didn’t go as expected.”*
2. Explain: *“Although many women were eager to learn this new information, men were not engaged and they did not understand or support this new way of thinking. Society had taught men that it was a husband’s responsibility to control his wife, even if this included violence. Most men knew no different.”*
3. Tell participants that the group will now play a game to explore the effects of activism that engages only women.
4. Walk around the circle and ask everyone to take one strip of paper from the bag. Ask participants not to show their piece of paper to anyone.
5. Explain: *“Now please walk around the room and show each other your statements. If you have a man’s statement you must find the matching woman’s statement, until everyone is divided into pairs.”*

6. Once everyone is in pairs, explain that there are five different sets of statements. Ask pairs to read their statements aloud until each of the five sets has been heard.



7. Ask participants to discuss with their partners for **5 minutes** what could happen if a husband and wife, with the beliefs written on their sheets of paper, had a conflict.
8. After **5 minutes**, ask the group to sit in a circle. Invite participants to share what emerged in the discussion with their partners. Discuss the following:
  - a. *“How can leaving out men in violence prevention be harmful to women?”*
  - b. *“Does this mean that we should involve women and men in all the activities in the same way?”* (Answer: No. Some activities are more effective with single sex groups, but generally the prevention of violence against women needs to involve both women and men.)
  - c. *“What can we learn from this for our own activism?”*
9. Summarize the exercise with a focus on the following:
  - a. *“To prevent violence against women, both women and men need to be engaged equally. The approach of reaching out only to women helped women understand their rights, but sharing power in intimate relationships requires the interest and commitment of both partners.”*
  - b. *“Explain that by learning from this experience we can ensure our activism reaches both women and men.”*

## Challenges to Preventing Violence against Women: Belief Statements



Woman: My husband has no right to beat me. I have a right to physical safety.

Man: I must maintain my position as head of the household, in order to manage our household needs. Sometimes this means beating my wife if she does not follow my orders.

Woman: I have a right to refuse my husband sex.

Man: If my wife refuses me sex, she is disrespecting her commitment as my wife and disrespecting me. I then have every right to disrespect her in return.

Woman: I have a right to help manage the household finances.

Man: It is my responsibility as a husband to control and manage money in the family. If I do not have full control of the money, I am showing negligence as a husband and father.

Woman: If my husband insults and threatens me, this is a form of abuse.

Man: An opinionated wife is an embarrassment. Harsh words make her stay quiet and do as she is told.

Woman: Alcohol use is not an excuse for physical abuse.

Man: What I do when I'm drinking is not my fault.

# C. Activist Approaches

(30 minutes)

## Objective

- Differentiate between effective, ineffective and harmful activism.

## Preparations

- Hang three blank flipcharts on the wall, each with one of the following titles:

Harmful Activism

Ineffective Activism

Effective Activism

## Steps

1. Explain to participants: *"We have been talking a lot about activism. Activism is when you use your power to make positive change. This exercise will help us focus on being effective activists."*
2. Explain: *"I am going to read some descriptions of different types of activism—some effective, some not effective, and some harmful. Please close your eyes and imagine what I describe."*
3. Once participants eyes are closed, read the following guided imagery:

*"Imagine this first image. A man carries a sign that says 'Stop Domestic Violence.' He is yelling and shouting and marching through the streets of his village. He stops at the house of a man known to beat his wife. He bangs on the door and window. He's yelling, 'Stop the beating. This means you!' He posts a sign on the door that says, 'Wife Beaters Must Leave.'"*

*(Long pause)*

*"Imagine a second image. A woman and a man are posting signs that read 'Prevent violence and HIV.' These signs send a familiar message that many have seen before. The image on the poster could advertise any number of things. They hang the posters on a wall far from the road and walkways. Many people are walking through the streets, going to town, going to the market, going to school and work. No one notices these signs. Sometimes people glance toward the signs, but no one stops to read them."*

*(Long pause)*



*“Imagine a third image. It is a local festival. There is a simple stage, and many people are standing around the stage listening carefully. There are two community members sitting on the stage, a woman and a man. Everyone knows them and everyone knows they are HIV positive. To raise awareness, they are telling their personal stories about how they became HIV positive, what they have learned from the experience, and the support they found along the way. Some people are whispering and gossiping, shocked that anyone would do such a thing. Others are making faces as the less pleasant details of the speakers’ stories are revealed. But the area is packed with people, despite all the other activities and music.”*

*(Long pause)*

4. Debrief the guided imagery as follows:

- a. Explain to participants that the first story about the man yelling and shouting was an example of harmful activism. Ask participants, *“What made this style of activism harmful?”* Write their ideas on the flipchart entitled “Harmful Activism.” (Contributions could include: aggressive behavior, abusive language, destruction of property, labeling, etc.)
- b. Explain to participants that the second story about the woman and man hanging the posters was an example of ineffective activism. Ask participants, *“What made this style of activism ineffective?”* Write their ideas on the flipchart entitled “Ineffective Activism.” (Contributions could include: familiar message, inappropriate location, boring image, etc.)
- c. Explain to participants that the third story about the woman and man telling their personal stories was an example of “Effective Activism.” Ask participants, *“What made this style of activism effective?”* Write their ideas on the flipchart entitled “Effective Activism.” (Contributions could include: moderate risk, ideal setting, provocative and personal message, raw truth combined with optimism, role models for using one’s power to take action, etc.)

5. Summarize the exercise with a focus on the following:

- a. *“Activism is when you use your power to make positive change.”*
- b. *“Effective activism uses innovative approaches to provoke people’s thinking without using any form of emotional or physical violence.”*
- c. *“Effective activism makes the issue feel just safe enough for people to engage, while still pushing people to grow in their ideas and perspectives.”*
- d. *“Effective activism is the strongest form of using your power to take action.”*

4.3



# SESSION 4.3

## Getting Practical

(2 hours)

# A. Practicing our Activism

(120 minutes)

## Objective

- Practice our activism.

Note: This session was written for both groups using the *SASA!* Activist Kit and those who are not.

## Preparations

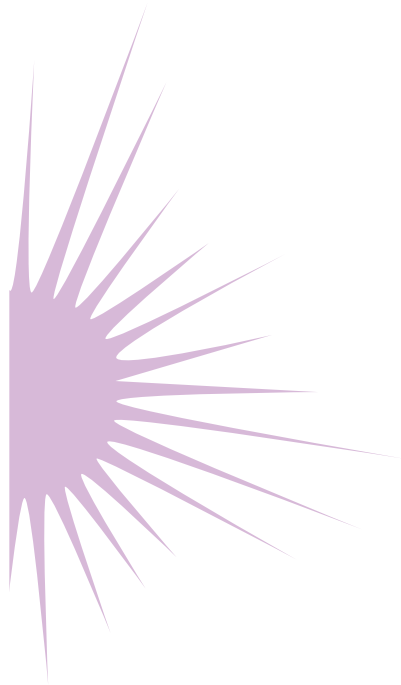
- For groups NOT using The *SASA!* Activist Kit activities: Write the following statement on a sheet of flipchart: *"The benefits of a man and a woman balancing power in their relationship."* Set it aside.
- For groups using The *SASA!* Activist Kit activities: Choose the activities from the *SASA!* Activist Kit that are most appropriate and useful to your group.
- Bring enough blank flipcharts for the groups to make posters, write stories, etc.

## Steps

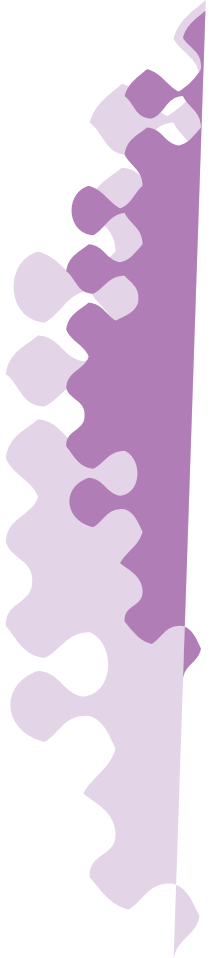
1. Explain to participants: *"In the last exercise, you came up with all these original ideas. Now let's put them into action!"*
2. Ask participants: *"Why do we have different strategies for our activism?"* (Answer: Every group of people will have its own interests. What is suitable for one group may not be suitable for another.)



3. Explain the exercise:
  - a. *"In this next exercise, you will work in groups. Each group will be given a certain type of community member to engage through activism, and a certain topic/activity to engage with them."*
  - b. *"You will have **25 minutes** to work with your group to determine and create an appropriate activity/adapt and practice your SASA! activity for these community members. Think carefully about where you might find them, their characteristics and their interests."*
  - c. *"Each group will then be given **5 minutes** each to engage everyone else in part or all of the activity designed. All the other participants will take on the identity of the specific group you are trying to engage."*
4. Divide the participants into six groups, by asking them to count off from one to six and then group themselves by number.
5. Assign each group one of the following types of community members:
  - a. Young men working at a carpentry
  - b. Group of elders/traditional leaders
  - c. Women's group doing micro-credit
  - d. Members of your church or mosque
  - e. Young women in a youth group
  - f. Men who hang out together at a drinking joint/tea shop
6. For groups NOT using the SASA! Activist Kit activities. Explain to participants: *"Through your activity you must address the following topic: 'The benefits of a man and a woman balancing power in their relationship.' Think about your type of community member, this topic and create an activity that would engage them."* Hang the flipchart on the wall displaying this statement.
7. For groups using the SASA! Activist Kit. Explain to participants: *"Your group will be given an activity from the SASA! Activist Kit. Review it, adapt it, and practice using it for your type of community member."*
8. Ensure there are no questions and begin the exercise.
9. Inform the groups when **5 minutes** remain.
10. Inform the groups when **1 minute** remains.
11. When **15 minutes** have passed, call *"stop!"* Ask the groups to come and sit in a big circle.
12. Ask one group to volunteer to go first. Before each group starts their activity, they should tell participants:



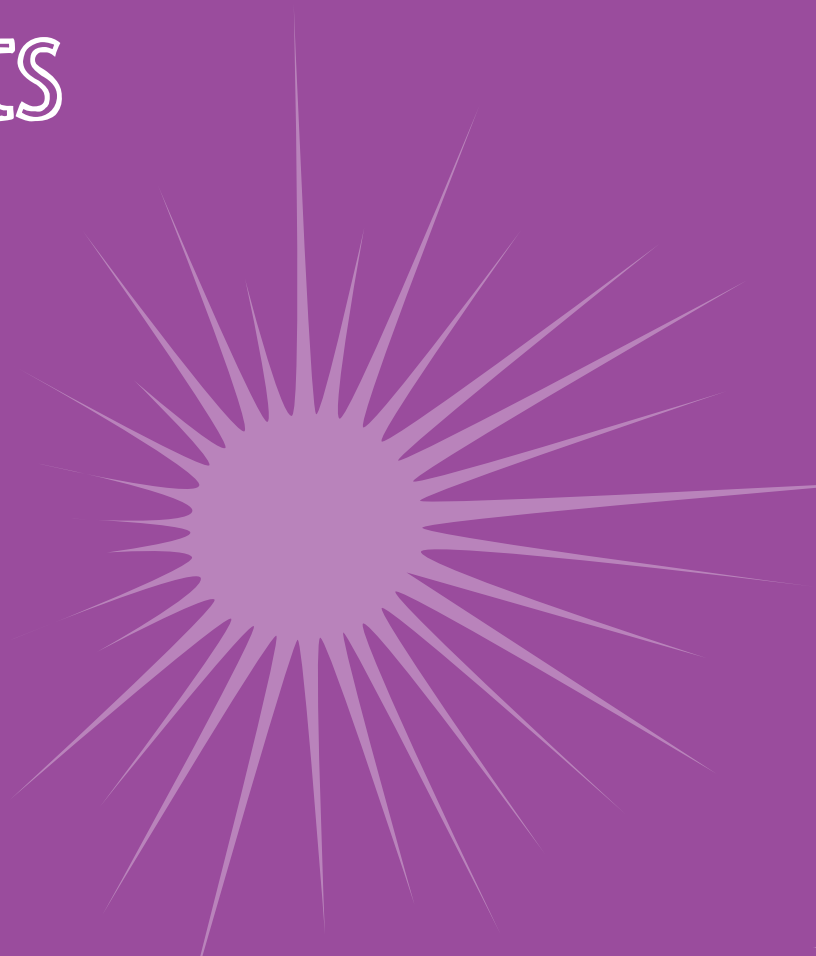
- a. What type of community member participants should pretend to be (e.g., girls in a youth group).
  - b. Where the activity is being conducted (e.g., school, someone's home, etc)
  - c. When the activity is being conducted (e.g., on a weekday after school, Saturday afternoon, etc)
13. Make sure the presentations/activities do not exceed **5 minutes**.
14. After each group, ask the following questions to all participants:
- a. *"In what way was this activity effective?"*
  - b. *"In what way was this activity ineffective?"*
  - c. *"What could have been done differently to strengthen the activity?"*
  - d. *"Was the time and place of the activity appropriate?"*
15. After discussing all presentations, summarize:
- a. *"Activism can be formal or informal. There are many opportunities for activism."*
  - b. *"Planning out and practicing our activism can help us be more effective."*
  - c. *"All community members can be reached. It is up to us to figure out who to reach, how to reach them, and where and when."*



# SESSION 4.4

## Sustaining Activism Efforts

(2 hours)



# A. Step-by-Step Activism

(35 minutes)

## Objective

- Demonstrate the value of breaking down activism into smaller steps and short-term goals.

## Preparations

- Bring 40 sheets of blank standard sized paper.
- Bring one paper hat, as a model.
- Bring five copies of "How to Make a Paper Hat," found at the end of these instructions.

## Steps

1. Introduce "Session 4.4 — Sustaining Activism":

*"Welcome to the SASA! Training. The process of change takes time, it does not happen overnight. As activists we need to recognize this and maintain our energy and focus. This session will help us learn techniques for sustaining our activism efforts and not losing hope."*

2. Ask participants to divide themselves into ten group, by counting off from one to ten, and then grouping themselves by number.
3. Give each group one piece of blank paper.
4. Explain the exercise:
  - a. "Each group will be asked to create a paper hat with their piece of paper."
  - b. "Half the groups will receive instructions and half the groups will not."
  - c. "All groups need to make the same type of paper hat, just like the model presented by the facilitators."
  - d. "No one can touch or unfold the model paper hat."
5. Hand out the instructions to five of the groups and begin the exercise.
6. Ensure all groups with instructions are following the instruction to cheer after completing each step.

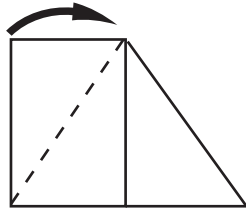


7. Once all the groups with instructions have completed their paper hats, end the exercise and ask everyone to sit in a circle.
8. Debrief the exercise according to the following:
  - a. Ask participants from the groups *without* instructions:
    - i. *"How did it feel not having the instructions?"*
    - ii. *"How did it feel when the other groups cheered?"*
  - b. Ask participants from the groups *with* instructions:
    - i. *"How did it feel having the instructions?"*
    - ii. *"How did it feel each time you cheered?"*
9. Debrief the exercise according to the following:
  - a. *"Although this exercise was made up, the emotions and experiences it provoked can teach us something about how to stay motivated in our activism over the long term."*
  - b. *"Following through on our activism takes dedication over a long period of time. If we tackle it all at once, the experience will be more frustrating and difficult, with no chance to celebrate our success until we reach our ultimate goal."*
  - c. *"If we break activism down into small steps, it is easier to maintain our motivation and celebrate successes along the way."*
  - d. *"Explain that we can increase our effectiveness and maintain our enthusiasm by breaking down an activity into small steps and finding support."*

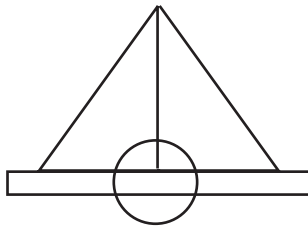


# How to Make a Paper Hat

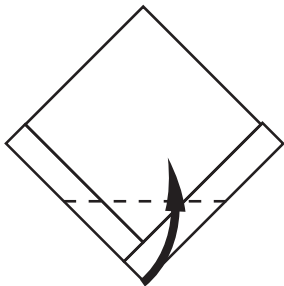
1. Take a piece of rectangular paper - with the shorter edge to the sides. Fold in to half width and unfold - this marks your center line. Fold it in half lengthwise so the top meets the bottom - with the fold at the "top" of the piece of paper. When this step is completed clap and cheer for yourselves!



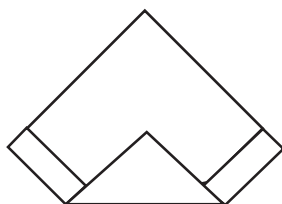
2. Fold bottom edge up about half an inch (1.5 cm). This makes a paper hat shape. When this step is completed clap and cheer for yourselves!



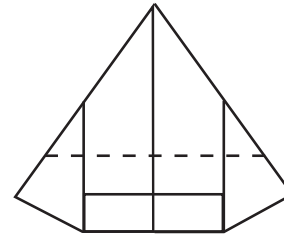
3. Grasp the hat shape in the center. Do this at the point where the diagonal creases meet. When this step is completed clap and cheer for yourselves!



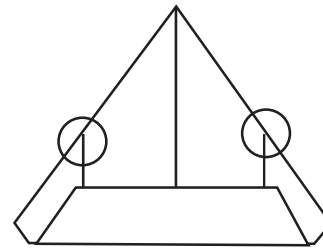
4. Pull apart the paper and flatten. You should end up with a diamond-shaped piece of paper. When this step is completed clap and cheer for yourselves!



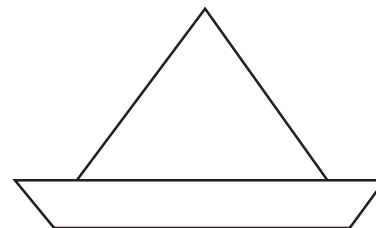
5. Fold the bottom edge up. Leave about a 1/4 of an inch border between the top edge and the edge of portion that has been folded-up. Flip the paper ship over and repeat. When this step is completed clap and cheer for yourselves!



6. Hold the paper ship in the middle of the bottom edge. Pull it apart and flatten. Fold bottom edge up at about half an inch (1.5 cm). Flip and repeat. When this step is completed clap and cheer for yourselves!



7. Take the left and right triangular portions and pull apart. When this step is completed clap and cheer for yourselves!



8. Put your hat on someone in the group! Cheer!

## B. Motivators and Obstacles in our Activism

(60 minutes)

### Objectives

- Learn what motivates us in our activism.
- Identify potential obstacles to activism and how to overcome them.

### Preparations

- Prepare two flipcharts, each with one of the following questions, and set aside:

What motivates you to be an activist working to prevent violence against women and HIV?  
What are or could be obstacles that prevent you from being an activist?

- Bring about 200 4' x 6' pieces of paper or cards.
- Bring five additional blank flipcharts.

### Steps

1. Explain to participants: *"Speaking out about sensitive issues is challenging. If we recognize the motivations behind our activism as well as some of the obstacles, we can help each other stay focused and committed to our work."*
2. Hang the flipchart that says: "What motivates you to be an activist working to prevent violence against women and HIV?"
3. Ask participants: *"Please think about this question: 'What motivates you to be an activist working to prevent violence against women and HIV?' Please think quietly to yourself. Write three of your ideas on the paper/cards that I provide. Write one idea per paper/card, and write in large letters."*
4. Give three papers/cards to each participant.
5. After **5 minutes** ask participants to share their three motivators with the group and to tape them on the wall. Ask participants to tape their paper/cards with similar contributions, if there are any.
6. Discuss:
  - a. *"How can it help us to know our own motivators?"*

- b. *“How can understanding the motivators for fellow activists help community activism?”*
  - c. *“Are there ways that we as a group can help each other stay motivated?”*
7. Explain: *“While there are many motivations for our work, there are also obstacles that block us and prevent us from being activists.”*
8. Hang the flipchart that says: *“What are or could be obstacles that prevent you from being an activist?”*
9. Ask participants: *“Please think about this question: ‘What are or could be obstacles that prevent you from being an activist?’ Please think quietly to yourself. Write three of your ideas on the paper/cards I provide. Again, write one idea per paper/card, and write in large letters.”*
10. Give three more papers/cards to each participant.
11. After **5 minutes** ask participants to share their three potential obstacles with the group and to tape them on the wall. When participants are taping their papers/cards on the wall, ensure again that they group similar contributions together.
12. Discuss:
  - a. *“How can it help us to know our own potential obstacles to being activists?”*
  - b. *“How can understanding the potential obstacles for fellow activists help community activism?”*
13. Explain: *“We will divide into five groups. I will assign each group one of these obstacles. In your groups brainstorm ways of overcoming this obstacle. Record your ideas on a flipchart. Each group will have **10 minutes** to do this work.”*
14. Ask participants to divide into five groups, by counting off from one to five, and then grouping themselves by number.
15. Choose five major obstacles from those that participants shared and assign one to each group. Give each group a sheet of flipchart and a marker.
16. Alert participants when **one minute** remains. Call *“stop!”* after **10 minutes** have passed.
17. Ask each group to present their ideas for overcoming their obstacle. Discuss all presentations.
18. Summarize:
  - a. *“There are many ways to overcome the obstacles to activism.”*
  - b. *“Work with others to keep supporting and motivating each other.”*
  - c. *“Celebrate achievements—big and small!”*
  - d. *“Take action in steps.”*



- e. *"Remember to be creative. Doing the same activities over and over will become boring. Spice up your activism!"*
- f. *"Be convinced of the value of your activism!"*
- g. *"Taking action might not be easy, but it results in a lot of benefits. Not only will you feel good about yourself, but also the community will look up at you."*

## C. Claim Your Power

(25 minutes)

### Objective

- Explore the importance of claiming our power.



### Steps

1. Ask participants to sit in a circle.
2. Explain to participants: *"We can spend hours talking about the action needed to respond to violence against women and HIV/AIDS in our communities. We can spend hours planning our actions. But if we do not truly believe in our power to influence positive change, then all that work may get only partly done or may progress too slowly."*
3. Explain: *"Before we can use our power and take action, we must believe we have power. The first step in believing something is speaking it out loud."*
4. Explain that all participants need to practice this. Ask each participant to take a turn at standing up and saying loudly: "I have power!"



5. Debrief the exercise using the following questions as a guide:
  - a. *“Did having to say this make anyone feel slightly scared or put-off? Explain.”*
  - b. *“Who felt strange making that statement? Explain.”*
  - c. *“Who felt silly? Explain.”*
  - d. *“Did anyone doubt whether the statement was true? Explain.”*
  - e. *“How did it feel to watch other people stand up and take their turn?”*
  - f. *“How did it feel when it was your turn?”*
6. Ask participants: *“On the count of three, let’s all say together ‘We have Power!’ One, two, three. . .”* Cheer!
7. Summarize the exercise by saying the following:
  - a. *“Although this exercise may feel strange, remember that using our power to prevent violence against women and HIV is a public act. It attracts attention. Sometimes, it might feel a little like standing up and saying, ‘I have power.’ The first few times you take action you might feel strange, but the more you do it, it will start to feel natural. Also, seeing other people taking action might feel strange at first, but soon you will feel that you can join them.”*

## Optional: “Power to Take Action” Debrief

(10 minutes)

### Objective

- Review the concept of “having the power to take action.”

### Preparations

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



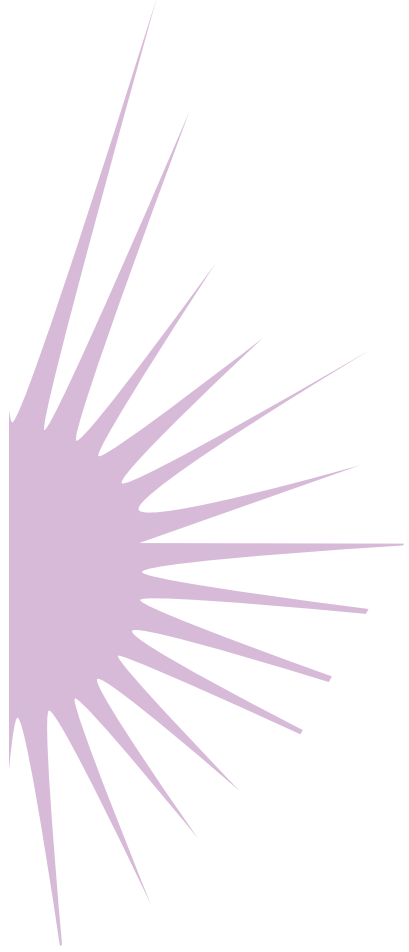
### Steps

1. Ask participants to sit in a circle.
2. Review the key concepts of from the Action Training Module using the following questions as a guide:
  - a. *“What does it mean to have the power to take action?”*

b. *"Who has the power to take action?"*

c. *"Why is it so important that we use our power to create change?"*

3. Ask participants: *"Share with us the most important thing you have learned about using your power to take action."* Record their contributions.
4. Explain: *"When preventing violence against women and HIV/AIDS we all have the power to change our own thoughts and behaviors, to provoke new thinking in others and to take action to promote healthier and happier relationships between women and men. We all have – and must use our power to create positive change!"*
5. Congratulate everyone for participating. Express your confidence in them to be fantastic SASA! activists!





[www.raisingvoices.org/sasa.php](http://www.raisingvoices.org/sasa.php)