



local activism

community dramas

action

# Action Drama No. 1

Take Home Idea: Balancing power in relationships prevents violence and HIV.

## Tips for Facilitator's Opening Remarks

- Welcome participants and introduce the drama group.
- Set the stage for the drama by introducing the take-home idea.
- Emphasize that we all have the power to take action to prevent violence and HIV/AIDS and that taking action includes changing the way we think and act.

## Characters

Musa	Adult man
Sara	Adult woman, Musa's wife
Kasoa	Adult man, Musa's friend, happily married
Kasoa's wife	Adult woman
Community members	Adult women and men, at the community meeting

# Scene One

Musa comes home one evening and finds that Sara is not there. He waits for one hour for her and when she arrives home, he is angry and demands to know where she has been. Sara explains that her women's group was busy preparing for a meeting they are going to hold in the community. She apologizes for being late.

Musa is not comfortable with this. He accuses Sara of becoming big-headed. He tells her to remember who is head of the household. Sara is unhappy and goes to prepare dinner.

## Facilitator's Discussion Questions

- Do you think Musa has a right to be angry with Sara?
- If Musa came home late, do you think Sara could ask him the same kinds of questions? Why or why not?
- How do you think Musa's treatment of Sara might be affecting their relationship?

## Scene Two

Kasoa and his wife come to visit Musa and Sara and recognize that there is tension in the house. Kasoa asks Musa what happened. Musa explains that Sara is taking advantage of his kindness. Kasoa asks if Sara is regularly late and inconsiderate toward Musa. Musa answers no. Kasoa asks whether Musa believes he is giving Sara permission to associate with friends or that it is her right as a person to be able to do that.

Musa is not very happy with these questions. Kasoa empathizes with Musa. He says he knows it is hard to change patterns in a relationship. He knows how hard Musa has been working to stop using violence and to balance power more equally with his wife. He asks Musa if before this evening, things were getting better between him and Sara. Musa explains that there is not as much tension in their relationship, that he has not hit her, and that even though he shouts sometimes, he is trying not to. Musa tells Kasoa that there is now more happiness in their relationship. He also says that the sex between them has been nicer now, because it seems like Sara is more interested in being with him. Musa also says that the children seem less afraid of him. Kasoa is impressed.

### Facilitator's Discussion Questions

- What other changes do you think there might be their relationship now that Musa is respecting Sara?
- How do you think Sara feels about Musa changing? In what way is he changing?
- How are balancing power and non-violence linked?

## Scene Three

Sara brings out food. Everyone eats together. Kasoa is joking around and asks: so why did you and the children wait for Sara to get home to cook? Do none of you know what to do in the kitchen? Musa laughs. Kasoa asks him when he last cooked a meal or helped in preparing a meal. Musa stops laughing and now Kasoa laughs. Kasoa says he's serious! Kasoa invites Musa and Sara to visit their house one day so that he and his wife can prepare a meal for them. Kasoa and his wife thank Musa and Sara for dinner and remind them about the community meeting the next day.

Musa helps Sara take the dishes to the kitchen. She hugs him and laughs. Musa apologizes for shouting earlier. They go to bed happy.

### Facilitator's Discussion Questions

- Do you think it is possible and good for men to do things usually thought of as women's work?
- How would you feel if you were in a relationship in which your partner was considerate of your needs and helped you when you needed it?
- What are the benefits of sharing roles in relationships? How do partners feel when responsibilities are shared?

# Scene Four

Musa and Sara go to the community meeting the following day. They have been getting involved in community activities. Sara is well-respected by the other women and is asked to speak at community functions.

At this meeting, after Sara speaks, some of the men begin to laugh at Musa. They tease him that his wife now is head of the house. Musa at first feels embarrassed, but then his friend Kasoa and some other men defend Musa. They explain how when both husband and wife have power in a relationship, the relationship is stronger, not weaker. They try to convince the men that it takes much strength for a man to balance power in a relationship, and that his family and relationship become happier and healthier as a result. They ask the men if they think being harsh and violent makes their partners and children want to be around them. The men don't know what to say.

Community members are admiring Musa and Sara, and they seek their advice and help. Musa feels proud of himself, of his wife, and of his family.

## Facilitator's Discussion Questions

- Why do you think Kasoa said it takes more strength to balance power than to have power over a partner?
  - Do you see men in your community changing like Musa? Why or why not?
- Do you think some men in the community want to be like Kasoa and Musa and are afraid to show it? Why or why not?



## Tips for Facilitator's Closing Remarks

- Thank the drama group and audience for their participation
- Summarize the key discussion points and emphasize the take-home idea.
- Emphasize that balancing power in relationships has benefits for everyone.

# Action Drama No. 2

Take Home Idea: We all have a responsibility to take action to prevent transactional sex.

## Tips for Facilitator's Opening Remarks

- Welcome participants and introduce the drama group.
- Set the stage for the drama by introducing the take-home idea.
- Emphasize that everyone has the power to take action to prevent coercive and transactional sex.

## Characters

Margaret	15-year-old girl
Mother	Adult woman, Margaret's mother
Local Leader	Adult woman or man
Madam Chambo	Adult woman, Margaret's teacher
Mr. Ally	Adult man, teacher at Margaret's school
Zam Zam	15-year-old girl, Margaret's friend
Classmates	15-year-old girls and boys, Margaret's classmates
Community Members	Adult women and men, at the community meeting



# Scene One

Margaret's mom is talking with her local leader. She is very concerned that her daughter, Margaret, was coerced into sex in exchange for school fees, and she fears that other girls are also vulnerable. The local leader agrees that it is a common problem. They decide to take the issue to the next community meeting to ask others what they feel they can do to stop the problem.

At school, Margaret's favorite teachers, Madam Chambo and Mr. Ally, announce in the morning assembly that they are starting two new groups: a discussion group for girls and a discussion group for boys. They explain that this is a space where the girls or boys can get together to share their experiences and learn more about sexuality and their rights. Margaret and Zam Zam are very curious. They are very excited to go to the new group.

## Facilitator's Discussion Questions

- How might raising the issue of transactional sex in a community meeting be beneficial to young girls? To the community as a whole?
- What kinds of issues do you think the girls will talk about with Madam Chambo? What kind of issues do you think the boys will talk about with Mr. Ally?
  - How might our community choose to deal with the problems of coerced and transactional sex?

## Scene Two

The next day Margaret gets home from school and tells her Mom that she went to the new girls discussion group with Madam Chambo. She tells her Mom that they talked about how girls are sometimes forced into doing things with men that they don't want to do. Margaret says she was surprised that other girls had experienced the same thing. Madam Chambo also told them that the boys group was talking about sex and how there are many other ways, besides sex, to be with a girl and show her you care.

That evening, Margaret's mom goes to the community meeting. The local leader opens the meeting and talks about how many girls are at risk for violence and HIV. He says that many girls are being forced or coerced into sex with older men after the man gives them money or gifts. He asks community members if they think it is a problem.

### Facilitator's Discussion Questions

- Do you think this is a problem in our community?
- Why would talking about transactional sex help to prevent it from occurring?
  - What kinds of things do boys need to know in order to make healthy relationship decisions?
- Is anyone discussing these issues in our community? Why or why not?

# Scene Three

At the community meeting, many community members say that they think older men giving money and gifts to girls is a problem. Some people blame the girls, saying that they are materialistic, want nice things, and are tricking men into having sex with them. Margaret's mom says she disagrees. As adults, men's responsibility is to protect girls, not hurt them. She says that men should recognize that many girls do not have basic needs and that men who take advantage of this are exploiting the girls. She says this is violence and that it also means girls are being exposed to HIV infection.

Some community members leave the meeting, because they don't want to hear about it. But Mr. Ally stands up. He supports Margaret's mom. He says that in his experience at school there are many girls in such a situation. He says that although girls should be helped to learn how to protect themselves, he also agrees with Margaret's mom, that men are adults and should be held accountable.

## Facilitator's Discussion Questions

- Do you agree that we should hold men accountable for having coercive or transactional sex with girls?
- Do you think the responsibility for preventing transactional sex should fall on girls or adults?
- Why is it difficult for girls or young people to protect themselves, especially in situations where there are adults hurting them?
- Who has the power to take action to protect girls? Why?

## Scene Four

There is a lively discussion at the community meeting. The local leader asks for suggestions for what could be done to make sure this doesn't happen anymore in the community. Various members of the community give some ideas, including the following:

- We can create a school policy stating that if any teacher is found to be coercing girls into sex they will be fired.
- When we see older men with girls, we can confront them and talk to them, telling them that their behavior is wrong and we are watching them.
- Parents and guardians can talk with their children about how to say no to sex.
- All adults can watch out for girls. If they see anything suspicious they can take action—such as talking to the man, the girl or the girl's parents.
- The community can pass a bylaw stating that if any man is caught with an underage girl he will be taken to the police—no exceptions!
- At the health center, nurses can talk with young people about the high risk for STIs and HIV infection during unprotected and coerced sex.
- We can start a scholarship fund for girls who cannot afford school fees. Each family could contribute something small and the school could reduce fees for girls in difficult situations.

## Facilitator's Discussion Questions

- What else could be done so that girls are protected in our community?
- What else could be done so that men know that coercive and transactional sex is not tolerated in our community?
- Who do you think is responsible for taking action to prevent violence against girls and women in our community? Explain.
- What would be some of the benefits for our community if there was less violence against women and girls?



## Tips for Facilitator's Closing Remarks

- Thank the drama group and the audience for their participation.
- Summarize the key points and emphasize the take-home idea.
- Emphasize that we all have the power to take action to prevent violence against women and girls.

# Action Drama No.3

Take Home Idea: Women and men have the power to take action to prevent violence and HIV.

## Tips for Facilitator's Opening Remarks

- Welcome participants and introduce the drama group.
- Set the stage for the drama by introducing the take-home idea.
- Emphasize that each one of us has the ability and power to create change.

## Characters

Janet	Adult woman
Helena	Adult woman, Janet's friend
Anita	Adult woman, Janet and Helena's friend
Women	Adult women, in microcredit group
Sunday	Adult man, Janet's husband
Charles	Adult man, Anita's husband
Men	Adult men, at the drinking joint

# Scene One

Janet and Helena are meeting with their women's microcredit group. Many women have not yet arrived. Helena is reading out a list of women who are behind on their loan payments. She eventually asks the others why so many women are late. One woman, Anita, shyly says that some of their husbands take away their money. One woman even admits that she was beaten by her husband. The women spend the rest of the meeting discussing the issue.

With the group's permission, Janet goes home and tells her husband, Sunday, about the women's situation. Sunday listens closely and agrees that Janet and Helena did the right thing by talking with the group and offering them support. Sunday also wonders, though, about what the community can do together to prevent violence against women—making sure it doesn't happen in the first place. Sunday and Janet talk about how many forms of violence against women are happening in the community, yet not much is being done to change this reality. Sunday says that he will work with his friends to look for ways to prevent violence and HIV/AIDS. Janet thinks this is a great idea and says that she will talk with her microcredit group about actions they can take together.



## Facilitator's Discussion Questions

- Some of the women in the microcredit group had their money taken away by their husbands, and one was beaten. Why do you think this happened?
  - What kinds of things might the group be able to do to prevent violence and HIV infection?
- Do you think that Sunday and Janet are right—that we all should be doing something to prevent violence against women?

## Scene Two

The next night, Sunday goes to the drinking joint and sees two friends sitting with Anita's husband, Charles. He joins them and they talk about small things for a while. The conversation eventually turns to their families and their wives. Sunday tells the men that he and his wife used to fight a lot but now they are getting along better. He explains how there used to be a lot of tension in the house and even his children were not willing to get close to him. He also says that the way he thinks about his wife and other women has changed. He has realized that his wife is a very valuable member of the family and community, and that it actually isn't right to treat her poorly.

One of the other men laughs and says that Sunday's wife has bewitched him. Another man agrees with Sunday and says that he and his wife are now like partners. This man explains how he now feels a lot less pressure, because he and his wife are now sharing responsibilities. Charles stays quiet and just listens. Sunday smiles and says that he is much happier now. He says that his men's group has been very helpful and has given him lots of ideas for how to change his behavior. He invites Charles and the others to attend. Charles hesitates but agrees.

### Facilitator's Discussion Questions

- Do you think knowing that Sunday can help gives Charles and the other men the power to take action and change their behavior in their relationships?
- What do you think of Sunday's idea that men can begin valuing women more?  
How might this improve our community and our families?
- What does it mean, practically speaking, to value women and girls? What are some examples of how this could be done?

# Scene Three

The next week at the women's microcredit meeting, Janet mentions the topic that was discussed the previous week. She explains that she is concerned about violence against women. She reflects on how violence affects women's lives, happiness and health. She also mentions that violence increases women's risk for HIV infection. She asks the others if they are concerned about these issues. Many women nod their heads vigorously. Others look concerned, but uncertain. Helena suggests that the group talk about what they can do together to begin preventing violence and HIV infection.

The group talks about what they can do, and they come up with the following ideas:

- Reserve time in the weekly microcredit meetings to talk about violence against women and how they could address it.
- Create a small fund to support women experiencing violence.
- Organize public meetings about the problem of violence and how it is affecting women's lives, as well as the microcredit project.
- Create an organized response to violence in the community by letting those who behave violently know that their behavior is not acceptable, like neighborhood watch groups.
- Encourage non-violent men in the community to hold violent men responsible for their actions.
- Visit other micro-credit and women's groups to help other women start talking about violence and their relationships.
- Convince community and religious leaders to start taking the issue of violence seriously—and to raise it in public spaces.


## Facilitator's Discussion Questions

- Do you think it is helpful for Janet to encourage the women to think of ways to prevent violence and HIV infection? Why or why not?
- Do you think that women have the power to make a difference in their own lives and the lives of others?
- What other actions might work in our community?

## Scene Four

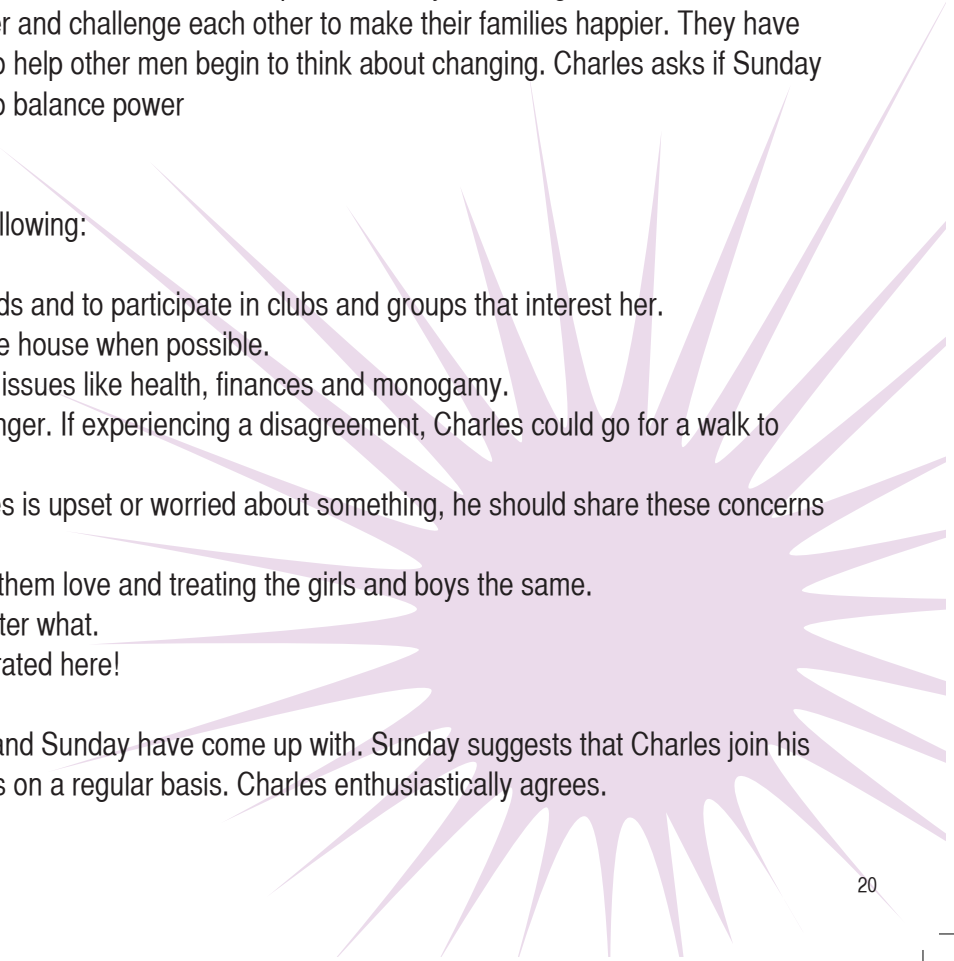
After the microcredit meeting, Janet invites Anita and Charles over to her home for dinner. When they arrive there, Sunday is already home. He greets Anita and Charles warmly and welcomes Janet home, asking about her day.

After a delicious meal, the women go to the kitchen. Sunday starts talking with Charles and tells him what a lovely family he has and that he must be very proud. Charles thanks him but also hesitates. He says that he often becomes angry with Anita and is interested in learning how to change. He asks Sunday how his men's group has



helped him. Charles explains that they talk about their families, the problems they are facing and the successes they have had. The men support each other and challenge each other to make their families happier. They have also started holding community meetings to help other men begin to think about changing. Charles asks if Sunday would help him come up with some ways to balance power with Anita.

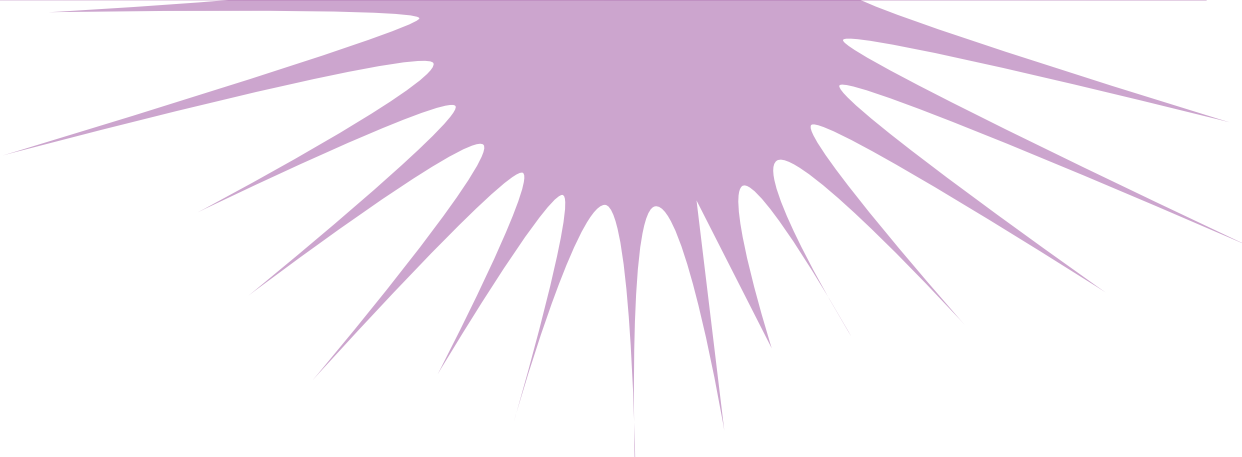
The ideas they come up with include the following:

- Encourage Anita to have her own friends and to participate in clubs and groups that interest her.
  - Offer to help Anita with work around the house when possible.
  - Talk openly with Anita about important issues like health, finances and monogamy.
  - Find alternative ways of dealing with anger. If experiencing a disagreement, Charles could go for a walk to cool down and avoid becoming violent.
  - Treat Anita like a real partner. If Charles is upset or worried about something, he should share these concerns with Anita and vice-versa.
  - Spend time with the children, showing them love and treating the girls and boys the same.
  - Commit to not using violence -- no matter what.
  - Make a family rule: violence is not tolerated here!
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Charles is excited about the ideas that he and Sunday have come up with. Sunday suggests that Charles join his men's group, where they talk of such things on a regular basis. Charles enthusiastically agrees.



## Facilitator's Discussion Questions

- Why do you think it is important for men to talk to other men about their lives and experiences?
    - If you were Sunday, what advice would you give Charles?
  - Why is it important that both women and men take action to help their friends, neighbors and relatives trying to balance power in their relationships?
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## Tips for Facilitator's Closing Remarks

- Thank the drama group and the audience for their participation.
- Summarize the key points of the discussion and emphasize the take-home idea.
- Emphasize that everyone has the power to take action to do even small things to prevent violence and HIV.



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