

Nurturing Connections

Adapted for Homestead

Food Production and Nutrition

গড়ি মম সুখ-নীড়

কমত বাড়িতে খাদ্য উৎপাদন

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Adapted for Homestead Food Production and Nutrition





Nurturing Connections – Adapted for Homestead Food Production and Nutrition

By Helen Keller International Bangladesh

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Published by: Helen Keller International Bangladesh

This technical resource guide was made possible by a grant from the USAID Technical and Operational Performance Support (TOPS) Program. The TOPS Program Improvement Award (PIA) Program is made possible by the generous support and contribution of the American people through the United States Agency for International Development (USAID). The contents of the materials produced through the TOPS Small Grants Program do not necessarily reflect the views of TOPS, USAID or the United States Government.

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ISBN: 978-984-33-6187-5

Cover and Layout design by: Visual Communications Ltd.





ACKNOWLEDGEMENTS

This manual is the result of the adaptation of the first *Nurturing Connections*, in an effort to make this resource as relevant and appropriate to the local context of Southern Bangladesh. The adaptation was a six month process, involving pilot-testing new activities in the field and adapting their content and messages during several stages of desk-based revisions.

The pilot-test of *Nurturing Connections – Adapted for Homestead Food Production and Nutrition* was made possible with support from the American people, delivered through the U.S. Agency for International Development (USAID). Ramona Ridolfi guided the adaptation of the manual, led in the field by Kamrun Nahar in close collaboration with the project team. The adaptation process has seen the consultation of a large team of people, and we would like to recognize the invaluable support and contribution of those listed below:

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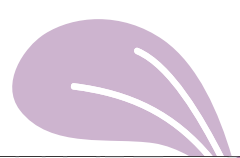
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A sincere appreciation goes to the Mondelez-funded Project Laser Beam (PLB) team, for their support to the manual's adaptation and field test within the PLB areas of implementation: Amin Uddin, Abu Hannan, Mushfikur Rahman and Aminul Islam and Md. Ziaur Rahman. We also take this opportunity to thank the staff of our local partner organization EW-Uttaran, for their logistical support in arranging the field sessions: Sadhan Kumar Nandi, Bilkis Parvin, Md. Afzal Hossain, and Md. Khalilur Rahmn.

Communities


A special thanks to all community members in Satkhira, Bangladesh, who gave up their time to take part in the project and contribute to the development of the curriculum through their active participation and sharing of experiences.





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INTRODUCTION

Building on field experience in Bangladesh

Nurturing Connections was initially developed by Helen Keller International (HKI) in Bangladesh in 2013, as part of the Building Equity in Agriculture and Markets project in Nilphamari (BEAM, north-west Bangladesh). The project endline results indicated that combining this tool with nutrition education and homestead food production increased women's confidence in obtaining men's support for household tasks (from 33% to 99% of beneficiaries) and women's ability to influence decisions related to child healthcare (from 33% to 97%).

Since 2013 the curriculum has received continuous interest both within Bangladesh and internationally. In Bangladesh, the manual has been adapted and tested by WorldFish in the USAID-funded *Cereal Systems Initiatives for South Asia* (CSISA) to address social and gender issues that may arise during the different stages of aquaculture production. Furthermore, the *1000 Most Critical Days Program* by Save the Children adopted the manual in a consortium of four technical partners¹ with a multi-sectorial approach to nutrition, in consideration of an upcoming scale-up program in Sylhet. More recently, ACDI/VOCA with technical support from iDE and HKI, has started testing a redacted version of the manual for the sustainability of women's role as Farm Business Advisors within the market system of the USAID-funded *Program for Strengthening Household Access to Resources* (PROSHAR). Finally, HKI's *Creating Homestead Agriculture for Nutrition and Gender Equity* (CHANGE) project funded by the Canadian Government in Ivory Coast and Senegal is testing a revised version for the local context, which has potentials for scale up in other countries in West Africa where HKI operates.

Building on experience implementing the curriculum in the field and on feedback from our partners, from the initial curriculum, the present version retains content around equitable food distribution and adequate nutrition, and includes new sessions advancing the role of women in agriculture as a key element of effectiveness for household well-being. Specifically, the new sessions discuss women's decision-making in production and income, including mobility, access to markets and time use.

While *Nurturing Connections* was developed specifically for use in Bangladesh, by adjusting examples and discussion points to the local context, the manual can be further adapted to any area where lack of equal power relations between genders poses a barrier to household health and well-being.

An integrated approach to transforming gender relations

The first *Nurturing Connections* was inspired by the peer-based "Stepping Stones" approach, developed between 1993 and 1995 by Dr. Alice Welbourn to address HIV/AIDS and sexual health in Africa. The "Stepping Stones" curriculum has enabled communities to talk about the gender-power relations and sensitive topics such as sexual norms that are underlying causes of HIV/AIDS transmission, and has also been shown to reduce domestic violence.² The approach recognizes that behavior change is a process

¹ The consortium was led by Save the Children, with the technical assistance of Helen Keller International, WorldFish, and International Development Enterprises (iDE).

² USAID, "Stepping Stones - Adapted for South African Youth", in *Integrating Multiple Gender Strategies to Improve HIV and AIDS Interventions: A Compendium of Programs in Africa*, May 2009, available at: http://www.aidstar-one.com/sites/default/files/ZA_SteppingStones.pdf.



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that requires internalizing new concepts, that gender norms are driven by community norms and group dynamics, and that adults learn best through action and experience. Similarly, *Nurturing Connections* focuses on discussing gender norms, equality and building constructive communications skills with the whole household to create an enabling environment for improved nutrition, health and well-being. Changes catalyzed by the program include promoting the role of women as decision-makers in the household, and as a food producer able to engage on more equal terms in the family's investments.

Drawing on HKI's experience over 35 years of field work in Bangladesh, the curriculum has been designed to engage participants in peer groups first, and then in a mediated, mixed-group setting. In a conservative context like Bangladesh, HKI has observed that when dealing with highly sensitive topics such as power relations and gender-based discrimination, people are more comfortable to open up with their own peers first, and are willing to discuss with other members of the community once certain issues have been questioned and challenged.

The need for a gender transformative approach

HKI's experience in Bangladesh, as well as a robust body of research, indicate that perceptions of women as incapable of significantly contributing to community and family beyond their reproductive and domestic roles prevail at all levels of society. For example, within the Feed The Future zone of southern Bangladesh, where the present manual was refined and tested, a majority of men and women (wives and mothers-in-law) are doubtful about women's capacity to make important decisions independently³ and most men feel that decisions around production, marketing and purchases fall to them alone.⁴ Demands on women's time also constrain their ability to adopt optimal nutrition practices and contribute to household food security and well-being, with mothers reporting the domestic division of labor as a barrier to implementing desired behavior changes and a reluctance to discuss this issue with their husbands and other family members.⁵ Overcoming these challenges will help improve nutrition and food security within the household. Research conducted in Bangladesh and elsewhere has shown that, even when controlling for other factors, dietary diversity and agricultural outputs are highest when women have input into decision-making around agricultural production.⁶ Furthermore, when women are engaged in economic life, the nutritional status of women and children improves, and children benefit from better care practices such as hand washing and timely treatment for illness.⁷

³ Helen Keller International, Gender Baseline for Nobo Jibon (a Title II food security program in the target zone for which HKI is the technical partner for gender and nutrition), 2010.

⁴ SPRING, Household Decision-making on Homestead Food Production, February 2014.

⁵ Helen Keller International, Barriers to Breastfeeding in Southern Bangladesh. Bulletin no 7, August 2012.

⁶ Linkages Between Agriculture and Nutrition in Bangladesh: Empirical Evidence. Akhter Ahmed and Esha Sraboni, presentation at the workshop on Leveraging Agriculture for Nutrition in South Asia, Dhaka, April 2014.

⁷ National Data from the 2011 and 2012 Food Security and Nutrition Surveillance Project (FSNSP) implemented by HKI and BRAC University found a strong correlation between women's income and education levels and women and child health and nutrition (even when controlling for other factors such as wealth quintile).



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Although it is known that women's empowerment is an important factor in improving the effectiveness of food security and nutrition programs, there is little documentation of specific interventions that are effective in challenging intra-household power relations imbalance and improving both the nutrition and food security of the family.⁸ *Nurturing Connections* proposes a much needed household approach to addressing intra-family dynamics which underpin women's disempowerment, poor health and food insecurity. As demonstrated in the BEAM project, when coupled with nutrition and food security interventions, this behavior change communication tool can positively affect the family members' attitudes and beliefs about women's role in the household and the community and ultimately contribute to the well-being of all.

⁸ A. Quisimbing, and S.Roy, How Do Intra-household Dynamics Change When Assets Are Transferred to Women? Evidence from RAC'S "Targeting the Ultra Poor" Program in Bangladesh. IFPRI Discussion Paper, 2013.



GUIDELINES

The following guidelines will provide an understanding of the scope of the manual and how it should be used.

For whom are these materials?

These materials were developed in Bangladesh primarily for local field agents working with rural communities. It is assumed that field agents are experienced facilitators. These materials were developed in Bangladesh primarily for local field agents, who believe in and are committed to a participatory way of working with communities.

The activities build on both international and local experience, knowledge and skills. As the content challenges local conventions and taboos, especially in relation to women and children, field agents will find themselves questioning and challenging their own beliefs.

A participatory approach to health and food security

The materials found in this manual are based on what is sometimes described as a 'horizontal approach': collaborative learning where every participant is potentially both a learner and a teacher. Learning, here, is understood as a process of acquiring useful knowledge, that is, the knowledge needed to make decisions that improve and promote health and well-being.

Learning from and with each other is a natural process: ancient practices around teaching have been passed down from generation to generation. Neighbours tell each other about the best way to sow local plants in their gardens; mothers swap ideas about remedies for a cold. People exchange knowledge and skills to find answers to everyday questions and problems.

The activities have been designed in consideration of a number of situations:

- Not all participants may be literate or confident in reading/writing skills. Therefore, *activities rely on oral and visual processes* such as dialogue, story-telling, role playing and drawing.
- Facilitators must have considerable experience of participatory learning and teaching processes. The various steps in a session are not so much a 'blueprint' as a 'starter pack' of *ideas and suggestions*. Facilitators should be able to be flexible in their approach, and responsive to participants' existing knowledge and skills.
- Integrity is important: the key points of the activities should *model* the relations and practices aimed for in daily life. All participants must have a sense of feeling respected, included and valued.
- Participants act using body, mind and soul in equal measure. *Integration* of thinking (head), feeling (heart) and acting (hands and feet) is crucial.



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- *Change* happens at the individual, personal level. It also happens in interpersonal relations. Therefore, activities repeatedly include questions about cultural practices, social beliefs, gender norms and rules.
- People learn best when they enjoy learning. Acquiring useful knowledge and applying it can be *fun*. While monitoring learning is important, sessions are not tests. Remember, laughter creates energy and is a great leveller!

Role of facilitators

In these materials, facilitating is understood as a process of assisting, guiding and supporting learning. To do this, facilitators' first task is to *listen attentively* to participants and develop understanding of the existing knowledge and conditions governing local everyday lives. This will form the basis of what new information to give and how to create the space for critical reflection, dialogue and planning/decision making.

Facilitators have important roles to play in:

- Drawing out what knowledge and know-how exist
- Questioning and challenging harmful beliefs and practices
- Identifying obstacles to changing health and nutrition practices
- identifying obstacles to equitable intra-household decision-making
- Focusing reflection processes
- Adding new information in accessible and enjoyable ways
- Guiding meaningful and insightful dialogue
- Creating conditions for trying out new ideas and testing relationships
- Encouraging the emergence of new leadership
- Promoting the development of a culture of sharing and critical engagement
- Endorsing peer support and cooperation
- Reinforcing values that build collective responsibility for health and food security
- Monitoring learning and change in participants' actions
- Ensuring the process is enjoyable

Activities design

To allow participants to take charge of the learning, 'actions' are broken down into numbered 'steps'. Each step has a particular function. For example:

- **Demonstrations:** participants demonstrate information or opinions physically;
- **Role plays:** encourage discussions by acting out a scene;
- **Games:** a great tool to create energy and regain attention;
- **Drawings:** ask for a visual presentation, exploration or explanation of an idea;
- **Discussions:** draw out knowledge and shared experiences or builds insight and understanding.



GUIDELINES

A closer look will reveal that the actions in each session are composed of a variety of steps built roughly around the notion of an *action-learning cycle*:

1. It begins with an action or experience (immediate in the form of a game, activity or the request to recall an experience).
2. This is followed by a *reflection* (often in the form of questions asked).
3. After questioning, experimenting and formulating in the reflection, the *learning* is drawn out and named (often this involves identifying information, or the facilitator is asked to 'point out' or 'explain').
4. The cycle leads to planning: here insights are translated into proposed actions in which the new learning becomes practice.

The facilitator has an important role in 'unpacking' and processing information generated at each stage. This process reflects the action-learning cycle and may be guided by three questions:

- What happened? (What?) = action/experience
- What does it mean? (So what?) = reflection and learning
- What will we do about it? (Now what?) = planning

Each session has been designed to take approximately two hours.

Purpose statements indicate what learning the session hopes to achieve. Facilitators could outline the 'purpose statements' at the beginning of a session to allow participants to focus on the topic.

Materials lists the specific resources and tools needed to run the session. Since the materials do not assume literacy, flipchart paper and pens are not necessary, unless otherwise stated. Facilitators should check the lists and assemble (and test!) all the materials before the session.

Action describes the activities in the various steps explained above.

Key points summarize the main points of a session. In most cases, participants will collectively summarize the main points, reinforcing what participants have learned. It can also serve as a monitoring tool.

Structure of sessions

Each session consists of a number of parts:

1. Welcome/Introduction

When participants arrive they first need to welcome each other. Ask them to sit in a circle and chat to the people on either side of them. Then open conversations up: in plenary as: who wants to tell something good that happened to them since last time?

2. Review of the last session

Briefly, ask all to re-construct the previous session: what happened? What did we learn?



GUIDELINES

Ask how participants have been able to use things they learnt in the course in their everyday lives. This is a useful form of evaluation!

End the review with a pre-view: outline the focus and purpose of this session.

3. Game/energiser (optional)

If it occurs to the facilitator that the session, in particular the discussion, needs to be revived and encouraged, it is strongly suggested to play a short game/energiser. Energising games are a 'wake-up call': as participants interact physically or just verbally they begin to focus and concentrate. They also become more alert.

There is a range of games in the final section of this pack. Read through them all and decide which ones are appropriate for particular moments: at the beginning, in between, or to close a session!

4. Activity

Conduct the activities chosen for your session.

5. Closing circle or action

At the end of a session there should be a closing activity. Often this is a 'review' of the session.

It is useful to also include an acknowledgement of participants' efforts and contributions! Say 'thank you'!

Encourage the group to interact with each other before they depart – this helps to build group strength and continuity.

Testing the curriculum

The curriculum consists of four blocks, divided into multiple sessions.

Block 1: Let's Communicate

Block 2: Understanding Perceptions and Gender

Block 3: Negotiating Power

Block 4: Acting for Change

Each individual session is between one and two hours long. The timings reported in each session are indicative of the estimate time required to complete the activities, however they may vary depending on the level of understanding and participation of both facilitators and stakeholders.

HKI tested the manual in South-West Bangladesh (Satkhira), and the content of the activities is closely relevant to the local context. Activities were tested in five communities, with a group of women participants (beneficiaries), one with their husbands and one with their mothers-in-law. For more information on how to test an adaptation of the manual, or to plan its implementation, please contact Ramona Ridolfi, Gender Manager, HKI, rridolfi@hki.org



BLOCK 1

LET'S COMMUNICATE



Block 1: LET'S COMMUNICATE

NOTE TO FACILITATORS

Block 1 is about building a learning community: making participants feel relaxed with each other and allowing them to understand the importance of their own participation in discussions and activities. The first three sessions in this block are about getting to know and build trust in our group members and developing good listening and communication skills. In Part 1 we play games that help participants get to know each other better. In Part 2 we begin to build trust and understanding as the foundation for working together. In Part 3 we focus on listening and communication.

If you want people to participate in learning activities and take responsibility for the process you must ensure that they feel at ease and trust each other. Through these activities, we will find that creating a trusting environment is important for all of us to feel confident sharing our ideas and opinions. We will learn that *active listening* means listening with the whole body—ears, eyes, and heart.

These activities will also help us recognize that in our communities and our households, some people's voices are heard more than others. When people are ignored, they start to believe that their opinion is not important. When we routinely fail to listen to our poor people in our community meetings, or when we fail to listen attentively to our daughters, wives and children, they start to believe that their voice is not important. Communication skills help us to be better listeners, especially to those who are often ignored.

These sessions will show us that when we value each voice in our groups, families, and communities, we can create better relationships and find creative solutions to our problems.

Part and Topic	Activity	Duration	Page
Part 1: Introductions	1. Swapping Places	15-20 minutes	02
	2. Circle Game	15-20 minutes	03
	3. Hopes and Fears	30 minutes	05
	4. Ground Rules	15-20 minutes	07
Part 2: Trust Building	1. Defining Trust	20 minutes	08
	2. Demonstrating and Building Trust	25 minutes	09
	3. Yes / No Game	20 minutes	12
Part 3: Communication	1. Telephone Whispers	20 minutes	13
	2. Obstacles to Listening	20 minutes	14
	3. Sharing a Story	25-30 minutes	16

PART 1 INTRODUCTIONS

NOTE TO FACILITATORS

Explain to participants that during this course, we will be playing many games. At the same time, we will be learning valuable skills that we can use in making decisions and discussing difficult problems in our families and communities. Today, we will start by thinking about what it takes to build a good group. Later, we will learn about listening skills that can help us communicate better. We will also learn about how we make judgments about people and situations. With these skill sets, we will be able to analyze some social beliefs and practices that affect our nutrition, family lives and community.

Explain to participants the time commitments for the course, including how often they will meet, and for how many hours at a time.

Explain that each block builds on the previous one, so it's important that all group members can commit to coming to all of the sessions as much as possible.

ACTIVITY 1: Swapping Places

A game in which participants swap places according to specific descriptions.

PURPOSE

- To give participants the opportunity to meet and learn about each other.
- To begin to build positive energy and motivation for learning together.

PROCESS

1. Set up

Greet all participants, thank them for coming, and welcome them to the session. Outline the purpose and process of the session. Ask participants to form one circle.

Explain to participants that in this game, people who have something in common swap places with one another. You will call out a description. Everyone who fits the description quickly goes through the middle of the circle to find another place.

Give an example: "All people wearing the color blue swap places." Everyone with blue in their clothes should go to the middle of the circle, then move to an empty place in the circle that is different from the one they came from.

2. Play

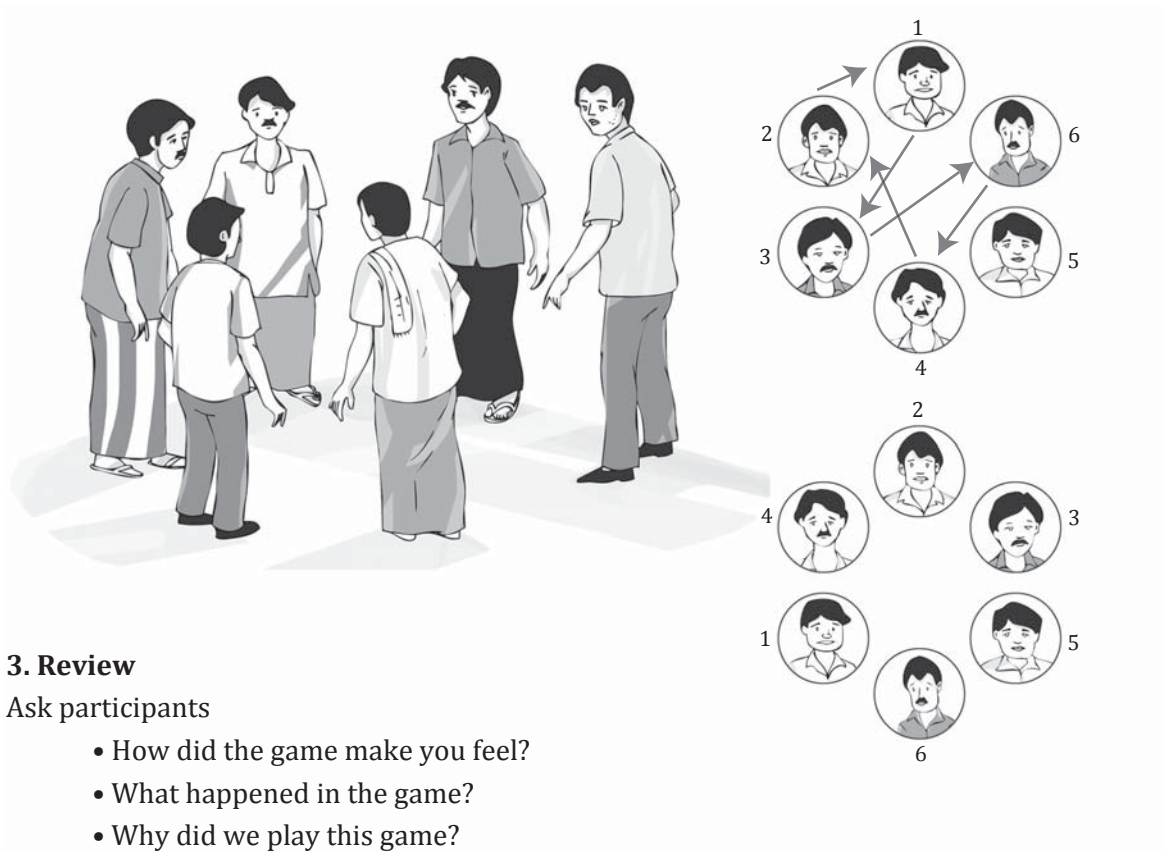
Begin the game. Say "all people who raise chicken or livestock, swap places!" Further examples of instructions are:

- all people who produce vegetables in their garden

PART 1 INTRODUCTIONS

- all people who love to eat small fish
- all people who have two or more children
- all people who like to sing
- all people who love to tell stories

Continue this game for a few minutes. Vary your descriptions so that everyone can participate.



3. Review

Ask participants

- How did the game make you feel?
- What happened in the game?
- Why did we play this game?

KEY POINTS

- Playing games makes us feel more relaxed and enjoy each other's company.
- If we want to make changes in our lives we need to work together and support each other.
- Getting to know and appreciate each other is the first step towards working together!

ACTIVITY 2: Circle Game

An activity to help the group get to know one another.

PURPOSE

- To give participants the opportunity to meet and learn about each other.
- To begin to build positive energy and motivation for learning together.

PART 1 INTRODUCTIONS

MATERIALS

- Scarves or ornas for blindfolds

PROCESS

1. Set up

Ask participants to divide into two groups by counting off: one – two – one – two – and so on. Ask the one's to form a circle by touching each other's hands. Ask the two's to stand inside the circle wearing blindfolds.

2. Explain

Group one should say the familiar Bengali rhyme “Kanamasi Vo Vo Jake Pabi Take So ¹” two to three times and walk circled in one direction. When the facilitator says “stop” everyone in group one should stop walking.

Group two should walk around inside the circle with their eyes closed. When the rhyme stops, they should find a person close to them from the outer circle and have a conversation. Group one's should help their peer take off the blindfold and introduce themselves with a short conversation to learn each other's name, about their family and what they like to do.

3. Play the game

Begin by singing the rhyme. After a few moments, stop and ask participants to get into pairs and introduce themselves. After a minute, sing the rhyme again; then stop. Participants should find a new person close to them to talk to. Repeat the process five or six times.



¹ This is a Bengali name for a local game, where a person walks around with eyes covered, trying to catch someone. The person caught will have to close the eyes and catch someone else.

PART 1 INTRODUCTIONS



4. Review

Ask participants:

- How did the game make you feel?
- What happened in the game?
- Why did we play this game?

5. Ask participants to summarize

“What did you learn from the two introductory games (Swapping Places and Circle Game)?”

KEY POINTS

- Playing games makes us feel more relaxed and enjoy each other’s company.
- If we want to make changes in our lives we need to work together and support each other.
- Getting to know and appreciate each other is the first step towards working together!

ACTIVITY 3: Hopes and Fears

A drawing activity.

PURPOSE

- To provide background information to the course.
- To give participants an opportunity to express concerns and ask questions.
- To demonstrate active learning.

MATERIALS

- Big brown paper
- Colored pens

PART 1 INTRODUCTIONS

PROCESS

1. Introduction

Explain that the following exercise is an opportunity for all participants to ask questions about this course by listing their hopes / expectations and their fears.



2. Discussion in pairs

Ask participants to split into pairs. Tell them to think about the hopes and fears they have for this course.

Using the colored pens, draw a tree branch at the bottom of the piece of brown paper. Ask participants to come up in pairs. One person should place a hand on the upper side of the branch and trace around their fingers to record the pair's "hopes." The other person should draw any symbol representing "fears," (e.g., insect, weed) around the lower part of the tree branch.

3. Group discussion

The participants should discuss their hopes and fears as a group. The facilitator should write them down on the brown paper, with hopes on top of the tree branch and fears underneath. After the discussion, display the tree in front of all participants.

Explain: Listening to the group's hopes will help us develop listening skills and communicate better. Listening to people's hopes and fears can give insight into social beliefs and practices that affect our nutrition, family lives, and community. Provide an example: If we don't care for a tree properly, insects and weeds can prevent the tree from growing up and bearing fruit. But if we remove these barriers/fears we can change our beliefs and practices and create solutions for difficult health and nutrition problems in our families and communities.

KEY POINTS

- All hopes and fears are worth expressing and listening to.
- Most hopes for the course can be achieved, and fears can be prevented.



PART 1 INTRODUCTIONS

ACTIVITY 4: Ground Rules

A group discussion establishing rules of engagement.

PURPOSE

- To clarify ways of relating to each other that show respect.
- To develop a set of rules that will guide the group's and facilitator's behavior.
- To commit to a process in which all feel included and able to participate.

MATERIALS

- Flip chart
- Markers

PROCESS

1. Discussion

Ask participants “what can we all do to make this course a productive and enjoyable experience? What do we all need to do, so that everyone feels included and confident to participate?” Give an example: we can show respect for other people's views by listening actively and not interrupting.

2. Collect and record ground rules

Have participants raise their hands and offer suggestions. Record their suggestions on the chart. Further examples of common ground rules may include:

- Attending regularly
- Being punctual
- Asking questions if something is unclear
- Giving everyone a chance to speak – do not dominate!
- Supporting those that need assistance with babies and small children

3. Conclusion

Read the rules aloud to the group. Check for understanding and agreement. Ask for one member to take responsibility for bringing the flipchart to the next meeting. End the session by asking all participants to walk around and greet others.

KEY POINTS

- Everyone's voice and opinion is important.
- Agreeing on ground rules early makes it easier to work together later on.

PART 2 TRUST AND BUILDING TRUST

NOTE TO FACILITATORS

Access to nutritious foods is a sensitive issue and participants need to build trust in order to confront difficult questions and choices. This session is dedicated to building relationships among participants, so that we can freely and confidently share our opinions and ideas.

ACTIVITY 1: Defining Trust

Participants suggest and discuss words to describe the meaning of 'trust'.

PURPOSE

- To build the trust necessary in order to confront difficult issues, questions, choices.
- To begin to establish relationships of support amongst participants.

PROCESS

1. Introduction

Explain that we must be able to trust each other if we want to work together successfully. Outline the purpose of this activity.

2. Group discussion

Ask participants what TRUST means to them. Stimulate the discussion with examples. E.g: "Who is the person you trust the most? Why? What qualities does this person have?"

3. Group division

Ask participants to stand up and get into a long line from the shortest person to the tallest. Divide the line into groups of four people each. Ask each group to sit in a small circle.





PART 2 TRUST AND BUILDING TRUST

4. Completing the task

Explain to participants:

Sometimes we have problems or situations that make us feel bad, that we are not able to share with everyone. Still, we have to share them with someone. When you are in such a situation, who do you share your thoughts with? Why do you trust this person?

In your groups discuss the *qualities* you look for in a person in whom you would confide. Do not give out names—simply describe the qualities of the person. What kind of person is s/he? Why would you go to her/him for advice?

Give groups 5-10 minutes to discuss, and bring them together.

5. Final group discussion

List all the qualities the small groups identified as inspiring trust. Explain / describe how and why they are important. Ask “what else can we do in this group to build trust in each other?” Encourage participants to think of suggestions; share them and ask everyone whether they agree to them. Include them in the list of ‘ground rules’!

KEY POINTS

- We all have secrets or embarrassing problems in life. Sometimes we would like to share them with people who can reassure or help us.
- In this group, we may be discussing some things that we aren’t not ready to share with just everyone. As a group, we should build trust in each other so we can all support and help each other.
- We can all learn from other people and our own experiences—but only if we think about the experiences and discuss them together.
- Part of building trust in our group is showing up to all the sessions. We trust our group members to be here.
- We trust that all participants will not share the discussions outside the group.

ACTIVITY 2: Demonstrating and Building Trust

Explores trust, teamwork, mutual support and cooperation in everyday life.

NOTE TO FACILITATORS

This exercise works better in big spaces. If possible, take it outside!

PURPOSE

- To demonstrate and experience the value of working together and taking responsibility for each others.

PART 2 TRUST AND BUILDING TRUST

MATERIALS

- Scarf or orna for a blindfold

PROCESS

1. Set up

Ask all participants to stand in two lines, facing each other.

2. Walk the line blindfolded without help

Ask for a volunteer, then tie the scarf or orna around the volunteer's eyes as a blindfold and turn her/him around several times. Ask her/him to walk in a straight line across the space again. Tell the rest of the group to keep completely silent, giving no encouragement or guidance, including touching.

When the blindfolded person reaches the other side, take off the blindfold and ask her/him to compare how close s/he is to where s/he intended to be. How did it feel to walk blindly?



3. Walk the line blindfolded with verbal guidance

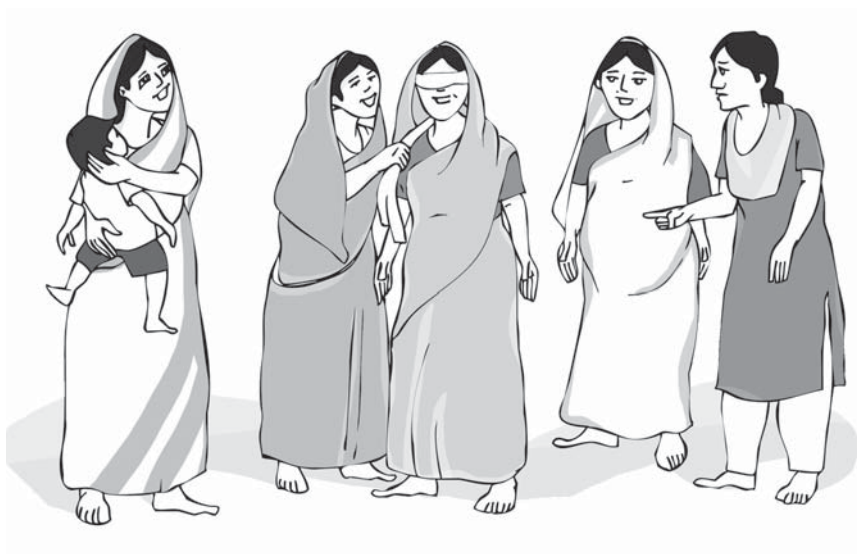
Replace the blindfold and repeat the exercise. Do not forget to turn her/him around! This time, encourage the other participants to give her/him verbal encouragement and guidance. They still should not touch the volunteer. At the end, ask the volunteer again to compare where s/he wanted to go with where s/he reached.

PART 2 TRUST AND BUILDING TRUST



4. Walk the line blindfolded with verbal and physical guidance

Replace the blindfold and repeat the process. Ask participants to use both their voices and their hands to guide the blindfolded person.



5. Repeat

Repeat the process with other volunteers.

6. Discuss

Discuss what happened:

- How did it feel to walk the floor blindfolded, without assistance?
- How did it feel to be supported and guided by others?
- In what way did the blindfold help with listening?
- How does this exercise show the importance of trust and mutual support in life?

PART 2 TRUST AND BUILDING TRUST

KEY POINTS

- Trust, mutual support and cooperation are important in everyday life to help us cope with responsibilities.
- Sometimes we hesitate to help others, even when we want to, because we expect someone else to help out.
- Sometimes women do not feel comfortable helping a man.
- When we have trust within a group, we can take individual risks and improve our learning.

ACTIVITY 3: Yes/No Game

Participants have an argument using only two words: yes and no.

PURPOSE

- To explore the way we use our voice and bodies to communicate.

PROCESS

1. Set up

Ask participants to get into pairs and stand opposite each other. One person should identify as 'A' and the other as 'B'.

2. Play

A's and B's will have a conversation using only two words: 'yes' and 'no', each trying to convince the other to agree. Say those words back and forth to each other in as many different ways as possible: questioning, firm, angry, scared, coaxing, shouting, laughing, etc.

3. Discuss

Let the conversations run a few moments, then stop and discuss:

- What happened?
- What did you notice about your voice? About your body?
- How did the other person respond?
- Did you reach an agreement?

KEY POINTS

- We speak with our whole bodies and faces, not just with our voices.
- The way we move our faces and bodies can emphasise what we say, or even contradict it.
- We need to be aware of how we speak in order to communicate clearly and in ways that are respectful to ourselves and others.





PART 3 LISTENING AND COMMUNICATION SKILLS

NOTE TO FACILITATORS

This series of activities will illustrate that “listening actively” means listening with the whole body, including the ears, eyes, and heart. We will think about what makes us better listeners, and what prevents our voices from being heard—in the family, in the community, in our group. Better listening skills helps us solve problems together—and also to enjoy each other’s company.

ACTIVITY 1: Telephone Whispers

A short game of misunderstandings.

PURPOSE

- To demonstrate the importance of active listening.
- To explore the difficulties experienced with listening.
- To improve our listening skills.
- To listen to people who are not always heard.

PROCESS

1. Set up

Have the group sit in a circle. Explain that you will whisper a message to the person next to you. S/he will pass on what s/he heard by whispering it into the next person’s ear. That person will whisper it into the next person’s ear, who will whisper it to the next person, and so on. Make it clear that each participant must just pass on what s/he heard – even if it makes no sense.

2. Play

Lean over to the participant next to you and whisper into her/his ear a message that has 3-4 bits of information, such as:

“It is hard to grow enough vegetables for the family when the piece of land is so small.
I wish I had a bigger piece of garden!”

Or:

“When I was newly married I would only eat if they gave me food. Now
I can ask my mother-in-law for food whenever I am hungry.”

Ask the person to pass on what s/he heard to the next person. Let the message go around the circle. Expect confusion as participants fail to make sense of what they hear. Ask the last person to say out loud what s/he heard.

PART 3 LISTENING AND COMMUNICATION SKILLS



Laugh together and enjoy how the message got lost in the process!

3. Discuss

Ask the group: how did the message get distorted?

KEY POINTS

- Messages and information get distorted as they are passed on.
- Misunderstandings of information may cause unhappiness, conflict and even mistrust. Therefore, if we want to report accurately, it is important that we listen carefully.



ACTIVITY 2: Obstacles to Listening

A brief demonstration and discussion.

PURPOSE

- To analyze and understand daily obstacles to our active listening and clear communication skills.

PROCESS

1. Set up

Ask participants to get into pairs and stand opposite each other. Give the following instructions:

“When I say ‘go!’ you should both start speaking at the same time about all the things you did this morning before coming to the session.”

PART 3 LISTENING AND COMMUNICATION SKILLS

2. Play

Say “go!” Let participants talk for 1 to 2 minutes. Then say “stop!”



3. Discuss

Discuss what happened and what it means:

- What happened? Did anyone hear what the other person said?
- Does this kind of situation happen in everyday life? (Eg: two people speaking at the same time and neither of them listening to the other?)
- Do you ever feel like people are not listening to you? Why do you think that? What do they do?
- Do you listen better to some people, than to other people? Like who? Why is that so?
- In the household, do we listen to some people better than others?
- In the community, do we listen to some people more than others?

Ask: “What are some of the obstacles that prevent us from listening?” Collect responses. If necessary, probe for some of the following points:

- While others speak, our minds wander and we begin to think of other things (for example, having to go to the field to work, what we will do about a sick child, or what we will cook for dinner).
- While one person speaks, we begin to think of how we will respond to her/him, instead of hearing what the other says.
- When a person says something we do not agree with or dislike, we begin to switch off and stop listening.
- When someone speaks for too long, or uses words that we cannot understand, we switch off and stop listening.
- When someone else speaks, our own life feels more important than theirs.

PART 3 LISTENING AND COMMUNICATION SKILLS

KEY POINTS

- For many people being heard is a problem. Active listening requires attention and concentration. This is something we all need to practice if we want to really hear what the other person is telling us. Good communication begins with good active listening.
- Active listening is different from everyday listening because we make a special effort to hear and remember the message.
- People speak with their whole being: head, heart and body. Therefore:
 - * We must listen to the head: the thoughts, ideas, perceptions and arguments. This requires being open, non-judgemental and interested.
 - * We must listen to the heart: the feelings, emotions, face, gestures, and mood in the words. We need to empathize; to put ourselves into the other person's shoes, in order to get his or her perspective.
 - * We must listen to the body: what the speaker is doing, the actions and practices, the intentions and plans.

ACTIVITY 3: Sharing a Story

A collective story-telling exercise.

PROCESS

1. Set up

Ask the group to stand or sit in a circle. Explain to participants that they will be asked to make up a story together. The group's objective is to ensure that there is no pause in the story. Point out this requires listening very actively.

Outline the process:

- a. We will create one continuous, uninterrupted story.
- b. One person begins the story. S/he can stop whenever they want to.
- c. The facilitator will point at someone else in the circle and s/he must continue the story beginning exactly where the last person stopped – even if it is in the middle of a sentence!
- d. If a participant hesitates for too long before speaking s/he must sit down. If the person does not start with the same word as his/her predecessor, s/he also has to sit down.

2. Agree on a topic

Suggest that the story will have something to do with food – for example 'the day the chicken escaped....', or 'when it rained so hard that the vegetables were swept away....', or 'the day she burnt the food....'

3. Play

Ask for a volunteer to begin. This is a listening exercise so it is important that all participants do follow the story / sentence exactly where it was left off! If a participant is unable to do so ask others to help her/him recall the last sentences or words. Allow the narrative to go on until no one is left standing, or the story is finished.



PART 3 LISTENING AND COMMUNICATION SKILLS

4. Review

Ask questions such as:

- Did you enjoy making up a story on the spot?
- Did the story end as you thought it would?
- What made it hard or easy to listen and follow up?
- What did the game show about listening?
- How did you feel as part of the group telling the story?
- What did this game show about trust?
- What did it teach us about working together?

5. Discussion

- What would it be like to try this exercise with your family? How do you think they would respond, and why?
- What does it take to create a safe environment for active listening and sharing? What makes this difficult?

KEY POINTS

- Active listening takes energy and concentration. It's not the same as simply listening; we need to listen with our whole body!
- When we work and cooperate in a group, we can produce creative ideas that might never have occurred to us alone.
- Trusting a group means having the freedom to be creative and even silly without being ridiculed. Even tasks that seem daunting and frightening are manageable—even fun—when we trust our group members and face the challenge together.
- Every voice was important to completing the story, and there were no bad ideas. When we value every voice we create an environment of trust, where everyone can be confident to share their voice, and we can have a fun time and produce a very creative result.





Mixed Session 1:

LET'S COMMUNICATE



the 1990s, the number of people with a diagnosis of schizophrenia has increased in many countries, including the United Kingdom (Murray & Lewis, 1998). The prevalence of schizophrenia is estimated to be 1% of the population (Murray & Lewis, 1998).

There is a growing awareness of the need to improve the lives of people with schizophrenia. The World Health Organization (1993) has identified the need to improve the lives of people with schizophrenia as one of the major public health challenges of the 21st century. The World Health Organization (1993) has identified the need to improve the lives of people with schizophrenia as one of the major public health challenges of the 21st century.

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Mixed Session 1: LET'S COMMUNICATE

PURPOSE

- To share experiences collected in Block 1.
- To help participants realize that their concerns are similar to those of other groups.
- To begin to forge deeper understanding between groups of women, men and elders.
- To prepare the group for future dialogue and cooperative work together within the area of health and nutrition.

NOTE TO FACILITATORS

The activities in this meeting build on the activities conducted in the peer group sessions. They are deliberately familiar: as the process has already been experienced, participants can concentrate on dealing with the novelty/possible stress deriving from working with other groups.

Thank everyone for coming to the meeting. Explain that all groups have been working with the same activities. Now it is time to share experiences and discuss what has been learned. Acknowledge that for some it might seem difficult to talk to each other. However since everyone has been part of the process, we expect that we will all be respectful and supportive.

Explain that you will begin the workshop with some games so that everyone can relax and get to know each other. After the games, we will share our experiences with the topics covered in the sessions.

Session and Topic	Activity	Duration	Page
Mixed Session 1: Communicating to Work Together	The Wind Blows	15 minutes	19
	O Wife/O Husband	15 minutes	21
	Peace in the Home	30 minutes	22

ACTIVITY 1: The Wind Blows

An icebreaker game in which participants swap places.

PURPOSE

- To give participants from other groups the opportunity to meet and learn about each other.
- To begin to build positive energy and motivation for learning together.

Mixed Session 1: LET'S COMMUNICATE

PROCESS

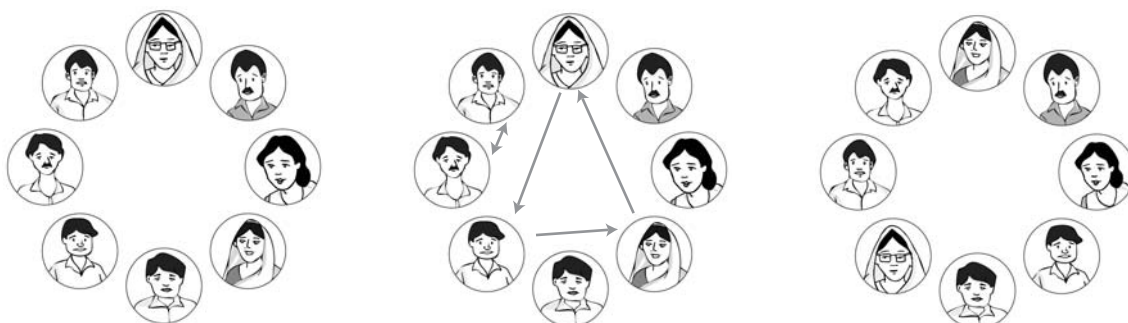
1. Set up

Ask all participants to stand in a circle. Explain that you will call out descriptions, such as: "All those who wear sandals, swap places." All participants wearing sandals should then cross the circle to stand in another place.

2. Play

Begin to play. Further suggestions of things to call out are:

- All those who wear earrings
- All those who wear wax
- All those who have two or more children
- All those who grow vegetables
- All those who like to cook
- All those who like to watch or play football
- All those who like to eat fish





Mixed Session 1: LET'S COMMUNICATE

Play until all participants find themselves in a new spot and the groups are mixed up.

Stop the game; ask all participants to turn to the right, then the left, and introduce themselves to the persons standing next to them.

KEY POINTS

- Playing games makes us feel more relaxed and enjoy each other's company.
- If we want to make changes in our lives we need to work together and support each other.
- Getting to know and appreciate each other is the first step towards working together!

ACTIVITY 2: O Wife / O Husband!

A game in which participants practice communicating with variations in their voice and body language.

PURPOSE

- To give participants a sense of how we use our whole bodies to communicate emotions and attitude.
- To demonstrate that the manner in which we say things is as important as what we say.

PROCESS

1. Set up

All participants stand in a circle. Explain that this game illustrates how we use our whole bodies to communicate emotions and attitude. Explain how we can say just two words: "O wife" or "O husband" to express many different emotions. Sometimes we speak loudly, or softly, we shout or we whisper.... Demonstrate by saying "O wife" or "O husband" in anger, happily, with surprise or with seduction.

2. Play

Ask participants to go around the circle, each one saying "O wife" or "O husband" in turn, expressing a different emotion and message each time.

3. Conclusion

Review what happened: what emotions were expressed? How does our facial expression change depending on the emotion? What does this say about communicating?

Summarise by pointing out that the way we communicate, how we say things, is as important as what we say.

KEY POINTS

- The way we say things is as important as how we say it.
- What we think we are saying and how people are hearing it may be different.

Mixed Session 1: LET'S COMMUNICATE

ACTIVITY 3: Peace in the Home

An activity demonstrating the unequal distribution of happiness in many homes.

PURPOSE

- Explore the discriminations in the family.
- Enhance the importance of equality in family to ensure peace in home.

MATERIALS

- Piece of string or rope
- Rope ball
- Marker
- Visualization in Participatory Programs (VIPP) cards

PROCESS

1. Set up

Invite six volunteers to participate in the game. Give each volunteer a character from the following list. Whisper the character in their ear so only they know.

- A village man
- Wife of the man
- 14 year old girl
- 10 year old boy
- Father of the man
- Mother of the man

Use a string or rope to create two lines on the ground in an open space. The two lines should be about ten feet apart. Ask the participants to stand in a row on one of the lines.

2. Play

Explain that as you call out a statement, those who belong to the group to whom it applies should take one step forward. The statements are:

- Usually gets more nutritious foods (fish, meat and eggs)
- Studied up to grade five
- Has decision making power about land (purchase, sale, production)
- Earns money
- Gets medical assistance in case of illness
- Has decision making power about household chores
- Is respected within the family
- Can go out of house any time without asking permission
- Studied to Secondary School level or more
- Gets care and rest in case of illness

Mixed Session 1: LET'S COMMUNICATE

3. Conclusion

The participants will be scattered in the space between the two lines. Now explain to them that the front line is the starting line of peace and happiness. Every step they have taken beyond that line is additional happiness that their character has.

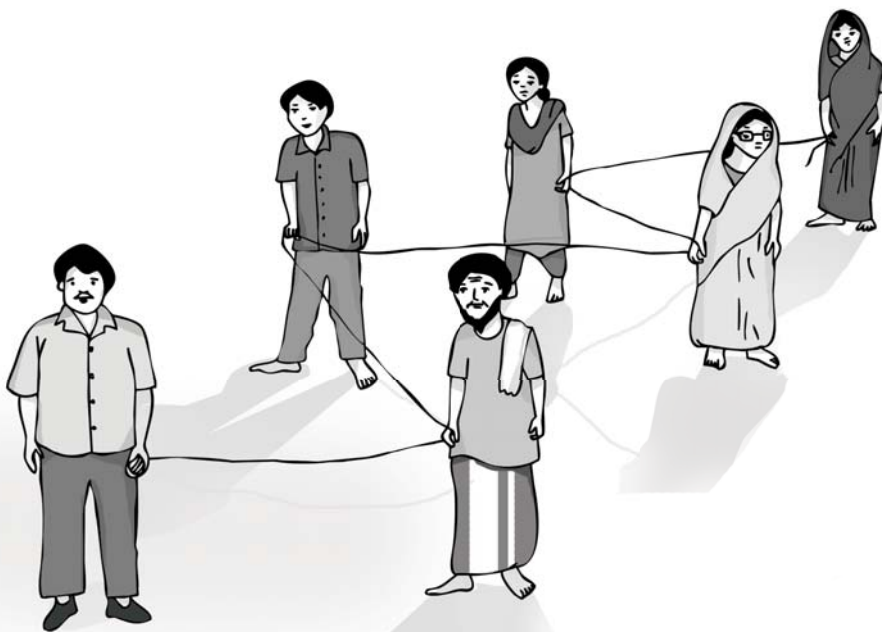
Ask the participant to reveal their characters and tell the group:

- How did they feel about being ahead or backward?
- Who is in the front position among them? Is that true in real life?

Now give the rope ball to a participant. Ask them to roll the ball toward another participant. Each participant should ensure everyone gets the ball and holds on to the string before they roll it to someone else. This will create a web/net that demonstrates their connection to each other.



Starting line



Happiness line



Mixed Session 1: LET'S COMMUNICATE

4. Group Discussion

Ask participants:

- Do men and women have equal opportunity in your society?
- Is it possible for the front person to cross the happiness line without tearing the bonds with his family members? If no, why not?
- How can all of the family members cross the happiness line?

Explain to the participants that to ensure peace and happiness at home women and girls also need to get equal food, health care and other opportunities. All family members should have opportunities to share their opinions, and the family should respect and value their opinions.

Finally, ask the participants standing in the front line to make a step forward to reach the happiness line, while the others still hold the rope. Explain that someone's happiness depends on everyone else's, and we all need to act together to ensure happiness in the family.

KEY POINTS

- To ensure peace in home all the family members should get equal access to food and health care.
- All family members should respect each other and value everyone's opinions.
- Men and women both need to have access to decision making process and also to money and resources.
- Women need to have some freedom of mobility.
- Boys and girls should get equal rights.



Block 2: UNDERSTANDING PERCEPTIONS AND GENDER



BLOCK 2: UNDERSTANDING PERCEPTIONS AND GENDER

NOTE TO FACILITATORS

In this session, we will explore how perceptions and traditional beliefs influence the way we see others and ourselves. We will practice viewing situations from the perspectives of others and not judging others until we have tried to understand their point of view.

We will also understand how some traditional beliefs can be harmful for our families and societies, even if we think everyone agrees with them. We will understand that ideas about how we should behave are not natural but created. As a society, we create beliefs and traditions. Because we create them, we can also change them.

Part and Topic	Activity	Duration	Page
Part 1: Understanding Gendered Perspectives	1. Partial Viewpoints	25 minutes	26
	2. Good Girls Don't Talk Loudly....	30 minutes	28
	3. Exploring Gendered Behavior	40 minutes	31
Part 2: Nutrition and Valuing People	1. Rehana and Rafiq's Story	40 minutes	33
	2. Access to Nutrition	30 minutes	35
	3. My Name is...and I am Good At...	20 minutes	38

PART 1 UNDERSTANDING GENDERED PERSPECTIVES

NOTE TO FACILITATORS

The following activities are designed to explore existing common behaviors in our societies. Depending on the roles we perform (e.g. woman or man, mother-in-law, etc.) we are expected to behave accordingly, in respect of our traditions and beliefs. However we are often unaware that certain behaviors embed discriminating actions against some people or harmful consequences to their health and wellbeing.

For example, a common belief in Bangladesh is that “a woman’s place is in the home.” This is often a reason for parents to take their girls out of school early, or for men to ban their wives from participating in village group meetings. An uneducated girl is unlikely to earn an income in the future and be an active decision-maker. This can negatively impact the wellbeing and economy of both the family and the society she lives in.

Within the area of nutrition, eating rice only is very common among families in Bangladesh. Educating our children to grow on this limited diet can have very harmful consequences for their long and short-term health. Therefore, providing our children with an adequate and diverse diet is essential to their good health.

ACTIVITY 1: Partial Viewpoints

Demonstrates that different people have different viewpoints.

PURPOSE

- To recognize that our perceptions are based on who we are and on our experiences.
- To encourage people to be less judgmental about the actions of others.

PROCESS

1. Set up

Form a circle and have one participant stand in the middle. S/he will maintain the same still position throughout the activity. Ask four or more people to stand in front, behind, and to the left and right of him/her.

Explain to the participants in the middle of the circle that you are going to ask some questions. Each participant should answer every question according to what s/he can actually see, NOT what s/he knows is there.

2. Do the activity

Ask the participants questions

- Ask someone standing in front of the person in the middle “How many eyes has s/he got?”



PART 1 UNDERSTANDING GENDERED PERSPECTIVES

- Ask someone standing behind the person “How many eyes has s/he got?”
- Ask the people standing directly to either side of the person “How many eyes has s/he got?”

Place another participant in the middle of the circle, and other people around him/her. This time ask different questions, choosing for example the arms or the nose.

3. Discuss

Briefly discuss the different answers. Point out that all the answers are ‘right’, because depending on where we stand, we see different things. Explain that if we stand in an open field we see the sky touching the ground. If we go little farther, we see the sky touching the ground in another place. In reality, the sky never touches the ground – this is our partial viewpoint. We often reach a conclusion or decision on the basis of our own justification without knowing or analyzing the actual situation. This is our partial viewpoint, which can lead to misunderstanding and unhappiness in our family.

4. Changing our viewpoint

Ask participants “How can we get a full picture of the person?” Ask one participant to walk all the way around the person in the middle, perceiving her/him from all angles. Discuss:

- How does this exercise relate to our everyday experiences?
- How does our perspective of a situation affect our understanding of it?
- How can we give ourselves a more complete picture of a situation?
- What can we learn from this exercise?

5. Different viewpoints, different interpretations

Ask for three volunteers. Ask them to briefly act out the following situation:

- A young pregnant woman is holding her baby while cooking. Her face shows that she is feeling very ill.
- Her elder son is watching her.
- Her husband comes from the fields and shouts: “Is the food not ready yet? What do you do all day? You can’t do anything properly!”
- The more the husband shouts, the more the wife and son feel afraid.
- The son leaves.

6. Discuss

Ask participants to talk about the scene.

- Imagine you are the young wife, the son, the husband. What are you thinking about each other?
- How would a neighbor perceive the situation? Why?
- Do you think these family members are treating one another with respect? How so? Why not?
- How can we improve the situation and treat each other with more respect?

PART 1 UNDERSTANDING GENDERED PERSPECTIVES

KEY POINTS

- In any situation different people view things differently.
- It is helpful to consider situations from many different points of view and get a full picture before judging them.



ACTIVITY 2: Good Girls Don't Talk Loudly; Good Boys Don't Listen to Girls

Discussion and role-play.

PURPOSE

- To demonstrate how girls and boys are raised differently.
- To name some qualities that define 'good' girls and boys.
- To explore the effects this differentiation has on girls/boys and women/men.
- To propose changes.

MATERIALS

- Flip chart paper
- Markers

PROCESS

1. Introduce the activity/outline the purpose

Explain to participants that we are all parents, and our important role is to teach our children how to behave according to norms and beliefs. We teach girls how to be good girls, and we teach boys how to be good boys. Some examples of common things said to girls are:

- "Do not speak loudly!"
- "Be obedient, otherwise you will bring shame to the family."
- "Don't talk about your marriage, otherwise people will think you can't get a good husband!"

PART 1 UNDERSTANDING GENDERED PERSPECTIVES

Some examples of common things said to boys are:

- “Men do not take advice from women.”
- “You must be strong and provide for the family.”

If you are working with older women/men, ask them how they behave now:

- Are they still behaving and relating to others like the good girl/good boy they were raised to be?
- Are they telling their daughters/sons the same things they were told when they were small?
- What has changed?

If you are working with young women/men/teenagers ask them to think of their mothers/fathers:

- How are mothers/fathers still behaving and relating like ‘good girls/boys’?
- What has changed?

Ask all groups: “Why/how have things changed or stayed the same? What does this mean for future girls and boys/women and men?”

2. Group Work

Option 1: Ask participants to turn to their neighbors and work in pairs or groups of three. Give each group a pen or pencil and a sheet of paper. Ask them to list all the things they can think of that they were told while growing up like a girl or a boy.



After 5 to 10 minutes ask participants to turn back into the circle and share their lists. Collect the descriptions.

Option 2: Ask participants in a group discussion what they remember they were told while growing up about how to be a good girl or a good boy. Use the markers to list all the things on the chart paper.

Both Options: Use the following questions to guide a group discussion:

- What do good girls / boys do or say?
- How do they treat other people in the household?

PART 1 UNDERSTANDING GENDERED PERSPECTIVES

- What about food: what choices do boys and girls have about what to eat?

Use chart paper to summarize the qualities of what the group considers to be 'good' girls/ boys.

3. Gender-swap role play

Ask for volunteers to come into the middle of the circle. Ask girls/women to act out the usual behavior of boys/men in their households. Ask boys/men to act out the usual behavior of girls/women.



NOTE TO FACILITATORS

The acting should generate a lot of laughter. In challenging activities like this one, encourage acting and role play that breaks possible tensions and facilitates confronting painful feelings associated with certain behaviors.

Ask participants to discuss what is funny, and why it is funny. Discuss how boys grow up without criticism and therefore learn that any behavior is ok. On the other hand, girls/women are criticized from when they are small.

4. "Happy family" role play

Ask for three volunteers (or select them based on the role-playing activity earlier). Ask them to act out a short scene. Allocate roles and describe what they should do:

- Mother-in-law (busy cooking)
- Pregnant young woman (resting and eating fish and rice)
- Husband (washing his clothes)

Ask the three volunteers to act out their activities and chat with each other, happily, for a few minutes. Stop the action. Ask each of the three players, in turn: "How do you feel about this situation?"



PART 1 UNDERSTANDING GENDERED PERSPECTIVES

Now include the other participants in a discussion about the scene. **Ask:**

- How do you feel about this situation?
- Are the family members treating each other with respect? How so?
- What would the neighbors think about the situation?
- Could this situation happen in your household or community?
- What would need to happen to make this situation real?
- What is one thing that we could practice in the next week, to make a small change in the household?

5. Feedback and discussion

Review the lessons of this session by asking questions such as:

- If girls and boys behave differently from each other, where does this come from?
- What are the consequences of teaching girls that being “good” means being quiet, obedient, and not making decisions?
- What is the consequence of teaching boys that they should be served first; that they can punish what they consider “bad behavior” and that they can insist on obedience?

KEY POINTS

- Girls and boys’ behavior is not something they are born with. Parents, societies and families teach children to become boys/girls and men/women.
- Living up to social expectations is not easy. Sometimes common beliefs are not fair, and they can be harmful over the long term.
- In everyday actions, we often send the message that boys and men are more important than girls and women. Examples are: husbands are served first; women walk behind the man; women are not included in village councils; wives’ opinions are not asked, etc.
- When we teach our girls and women that they cannot raise their voice or share their ideas; most likely they will not take good care of themselves when they are pregnant, harming negatively their health and that of their children.
- When we teach boys and men that they should be served first during meals and obeyed at all times, we imply that they should not care about respecting others in the family, and they will not be punished for their behavior.
- Since we create social expectations, we can also change them.

ACTIVITY 3: Exploring Gendered Behavior

A role-play and discussion.

PURPOSE

- To demonstrate everyday gendered actions that appear “natural.”
- To explore these gendered actions critically through discussion.
- To show potential negative consequences of these actions.

MATERIALS

- Caarton instructions written on strips of paper (optional)



PART 1 UNDERSTANDING GENDERED PERSPECTIVES

PROCESS

1. Introduction

Re-iterate that sometimes common beliefs and actions that seem normal and right because we are used to them may have harmful consequences for our health and wellbeing. For example, giving water to babies under the age of six months can cause health problems. If children only eat rice they will not grow up healthy. Similarly, if we treat children only in traditional ways, they will never question the negatives of that way, or wonder about a better life. As a result they, and especially girls, have limited options in life.

2. Set up

Explain that now we will look at some pictures based on everyday behavior and actions that seem normal and right. In plenary, we will observe the pictures and discuss together.

3. Process

Display the pictures one at a time. Situations can include the following:

- A man and woman return from a day working in the field. The man rests as he is tired, while the woman starts the household chores.
- A man has some financial decisions to make. He speaks to his elder son about his thoughts even though his wife and daughter are there.
- A girl and a boy are studying. The mother calls the girl to come and help her in the kitchen. The boy keeps studying.
- The family needs water to wash everyone's clothing. The pregnant woman is tired but goes to fetch it while her husband and sons listen to the radio.
- A man is walking down the street. His wife and daughters walk behind him, their eyes looking down. After some time they pass another man and his wife. The men greet each other but do not introduce their wives, who stand shyly behind them.
- A man calls his young son to go to the market with him. His daughter runs up wanting to go too. She is left behind.

4. Discuss

Review the message from all the scenes observed. Explore the message and meaning of the scene and discuss the possible consequences of the actions shown. Ask the group "What does the action mean? What message does this give the woman/girl? What are possible long-term consequences?" Draw out the key points below.

Ask the group "Now what can we do about it?" Have them advance suggestions for change.

KEY POINTS

- We get used to the way people behave every day, even if our actions are not fair or right.
- Girls and young women grow up experiencing that they are not equal to boys and young men. They are made to feel inferior and unimportant. This makes them consider themselves worthless. They will find it hard to stand up for themselves when they get older.
- Boys grow up believing they are more important than girls. This makes them treat girls and women as less important or even worthless.
- Our actions give messages about how we relate to each other. For example, if girls and women are always expected to be in the kitchen they come to believe that this is where they belong.
- We need to look at and question our everyday actions. In that way we can start to change them.



PART 2 NUTRITION, SELF-WORTH AND VALUING PEOPLE

NOTE TO FACILITATORS

In many societies it is hard for girls to develop self-worth. Often, a boy gets more education, more food, more time off to play, and more attention and affection from others. This may make a girl feel less valued, especially if she is criticized, if her hard work goes unnoticed, or if no one ever tells her how much her actions are worth.

As girls grow up to be women they may not believe that they deserve to be treated well by their husbands. They may not believe they are entitled to get as much food as others, to access healthcare when they are sick, or to have the opportunity to develop their skills and abilities. They may feel their lack of importance is natural and right.

This makes it hard for women to challenge the power relations that prevent them from participating in decision-making and taking their fair share of nutrition.

ACTIVITY 1: Rehana and Rafiq's Story

Extended story-telling from different perspectives.

NOTE TO FACILITATORS

Two people are required to facilitate this activity.

PURPOSE

- To develop the ability to understand another person's viewpoint.
- To practice understanding with the heart.
- To begin working towards peace in the home.

MATERIALS

- A story of a young wife/mother and husband, like the one below

PROCESS

1. Set up

Divide participants in two groups. One group will pretend to be all women, the other all men. One facilitator will read Rehana's story to the men's group. The other facilitator will read Rafiq's story to the women's group. The facilitators should try to read with emotion, as if you were Rehana or Rafiq.

Explain to participants that they need to listen carefully with their heart, head and body because once they finish hearing the story, they will be asked to re-tell it.

PART 2 NUTRITION, SELF-WORTH AND VALUING PEOPLE

2. Story

Rehana's Story

My name is Rehana. I am 29 years old. I live with my husband Rafiq and our two young children. I am pregnant again. Every day I wake up at 5:00 AM to fetch the water for the family. The bucket is very heavy. This is getting more tiring as my pregnancy progresses. When I get home I sweep the house and the yard so it is clean for my family. I get water ready so my husband and children can wash when they wake up. I wash the dishes from the night before and make breakfast. Once I have prepared my eldest child for school, my second child and I take the cattle to the field. Then I come back home, clean the cowsheds, wash our clothes, wash the dishes and take my bath after cleaning my child. After all that work I am extremely tired but I cannot rest because I must collect the cattle from the field and prepare for the evening meal. It is difficult to get everything done with two children to look after at the same time. I don't know how I will manage when the baby arrives, if my husband never helps out. When I am sick or very tired my sister-in-law will help me sometimes, but she has her own family to take care of. When my husband gets back from the field I manage the water so he can wash himself. When he gets back from taking tea at the market, I serve dinner to him and the children, and then I eat what is left. If I can't make food on time or if the food seems tasteless, my husband will be in a bad mood and I cannot talk freely as we usually would. I'm always afraid to say something to upset him and make him angry. I prefer to be quiet on these days. I can finally go to bed at 10:00 PM but I never feel like I get enough rest or sleep. My role as a wife is difficult but my partner doesn't understand.

Rafiq's Story

My name is Rafiq. Every day I wake up at 6:00 AM. I wash myself, wait to eat my breakfast and go to work in the field at 8:00 AM. I spend the day working in my field, weeding, irrigating and planting. It is very physically demanding work. I feel very tired when I get back home in the evening. When I arrive home I wash myself and go to the market to take tea. In the meantime my wife prepares the evening meal. I eat dinner with my children and talk with them until it is time to go to bed. I can see that my wife struggles with all the domestic tasks at times but I cannot help her. My neighbors will mock me if they see me helping out in the home and my family will be ashamed. I feel a lot of pressure and stress to make sure my family has enough to eat. I can't talk to my wife about these problems as it is the man's responsibility to provide for the family. On days when we do not have enough money, I feel very frustrated and I find it hard to control my anger, and sometimes I take it out on my wife. My role as a husband is difficult but my wife doesn't understand.

3. Discussion

Briefly discuss the story in the two groups. Do not comment yet. Allow groups about ten minutes to discuss the following questions. List their concerns and experiences on chart paper. Ask participants:

- Does this sound familiar?
- How do you feel after hearing Rehana's/Rafiq's story? Why do you feel that way?
- Do you think there are any problems here?
- How you would feel if you were in Rehana/Rafiq's position and why? Would you feel happy/appreciated/grateful/guilty/angry?



PART 2 NUTRITION, SELF-WORTH AND VALUING PEOPLE

- How would the story change if you told it from someone else’s point of view?
- What could Rehana do to improve her situation?
- What could Rafiq do to bring peace in his family?
- What does the group think are the best ways to deal with these problems?
- What could others (family members and neighbors) do to support Rehana and Rafiq?
- How do you think peace in the home would change, if everyone at home tried to change their perspectives and saw each other from their point of view?

4. Group Debrief

Ask each of the groups to explain their perspective to the other group. Explain that they need to be clear about the others’ perspectives! (Tell the story using “I”). After each of the groups has explained how they would feel in the place of Rehana and Rafiq, ask them to discuss together how they can overcome any negative feelings/problems they had as a couple. What actions could make both feel better? **Ask:**

- What did we learn about others’ viewpoints?
- What does this tell us about communication?
- What does this tell us about active listening (with ears, eyes, heart)?
- What does this tell us about relations in the home?
- What did we learn about the role of neighbors “sticking their noses into other’s business?”
- What did we learn about the role of pressure placed on a man or woman by the community?

Explain that:

- Making good decisions requires information. If we do not ask people their opinion and their stories, we are not getting all the information we need.
- A good decision-maker wants to find solutions that are good for everyone. In order to do that, a good decision-maker has to place himself/herself in other people’s positions, to understand how they feel and what they think.

KEY POINTS

- When we have very difficult problems to solve, we have to understand them from other people’s perspectives. We have to place ourselves in their position to understand how they view the situation.
- Good decision-makers listen actively (with ears, eyes and heart) and make sure that everyone is allowed to share stories.
- Good decisions are made only after we consider others’ points of view.
- Only if we stop and think about a situation, including other people’s perspectives, can we take actions that will bring more peace in the home and the community.

ACTIVITY 2: Access to Nutrition

Demonstration and role-play.

PURPOSE

- To expose and explore gender- and position-based inequalities within a household.
- To discuss the potential impact of such inequalities on nutritional status.
- To propose actions to address the inequalities.

PART 2 NUTRITION, SELF-WORTH AND VALUING PEOPLE

MATERIALS

- A big dish filled with uncooked rice or puffed rice
- A range of vegetables (or pictures of vegetables)
- 3 eggs (or pictures of eggs)
- 3½ fish cut from paper (or pictures of fish and one half fish)
- 6 small dishes or plates

PROCESS

1. Set up

Explain that this session looks at who has decision-making authority in a household, and who may be disadvantaged in terms of food distribution.

Ask for six volunteers to come forward. Construct a family that is familiar to everyone by asking them to play the following roles:

- A husband
- His mother (say “mother-in-law” in wives group)
- His father (say “father-in-law” in wives group)
- His wife
- His 10 year old son (say “grandson” in mother-in-law groups)
- His 3 year old daughter (say “granddaughter” in mother-in-law groups)

Ask volunteer to sit so that all participants can see them, and put an empty plate in front of each. Read out loud to the entire group: “It was dinner time. The wife had cooked rice, some fish, three eggs, and some vegetables.”

Give the food props to the volunteer playing the wife (ensuring others will not hear you):

- A plate of food with a bit of everything for her husband
- A plate with a smaller bit of everything for her father-in-law
- A plate with rice, one fish and vegetables for mother-in-law
- A plate with rice, vegetables and one egg for her son
- A plate with rice and vegetables for her daughter
- A plate with rice and a few vegetables for herself (that’s all that was left)”



HUSBAND

FATHER-IN-LAW

MOTHER-IN-LAW

SON

DAUGHTER

WOMAN/WIFE





PART 2 NUTRITION, SELF-WORTH AND VALUING PEOPLE

2. Act out the scene

Ask the volunteers to act out the scene as you describe it. The volunteer playing the wife should distribute the food on people's plates according to the scene. As the volunteers act out the scene there is usually some laughter. Participants recognize their own practices of unequal distribution. Do not respond at this stage.

3. Discuss

Ask participants:

- Have you seen this kind of distribution before? Is it familiar?
- Is everybody happy with what they got? Who are the winners/losers?
- Why did some people get more than others? Who got the eggs? Who got the fish? Why?
- What is the effect of this distribution of food on different members of the household?

4. Exercise

Ask the volunteers to stand up. Ask participants to indicate their character's position of power in the household by moving them into a line, one standing behind the other. Ask the group:

- Who is the most and least powerful in terms of access to resources such as nutrition?
- Why are some members of the household more powerful/powerless than others socio-culturally? What gives them power?
- Who is the most and least powerful in terms of decision-making?
- Why are some members of the household more powerful/powerless than others structurally? What gives them power?
- Who is the most and least powerful in terms of their ability to raise some income from economic activities?

Discuss the position of each in the lineup. The wife usually occupies a position further up in the line because she contributes to household income, yet when it comes to food distribution she is ranked lowest. This indicates that her economic contribution is valued even if her social status is low. Ensure you point this out if no one comments on it.

5. Discussion

Initiate a discussion on the unequal status of men and women and girls and boys in a household. Ask the group: "What is the effect of social status and inequalities on individual health and wellbeing? What is the effect of such inequalities in terms of children's health and wellbeing?" Also ask them to consider pregnancy and breastfeeding.

KEY POINTS

- When people feel that they are making valuable contribution to the household and to the community, they are known for having a good sense of self-worth.
- A person's sense of self-worth begins to develop during childhood, based on how they are treated by their family, by community members, at school, by religious leaders, etc. Boys and girls will grow up feeling equally valued and respected if these groups treat them like valued individuals who deserve attention, and encourage them to overcome challenges.
- There is a great deal of inequality in many households and as a result some people are seriously

PART 2 NUTRITION, SELF-WORTH AND VALUING PEOPLE

disadvantaged compared to others. Often, discrimination happens on the basis of gender.

- Issues of social exclusion and injustice need to be named, explored and addressed.
- Individuals, households and communities must begin to embrace practices that encourage participation, inclusion, transparency and accountability, based on the respect for human rights.

ACTIVITY 3: My Name Is... and I Am Good At...

An exercise in which participants introduce themselves.

PURPOSE

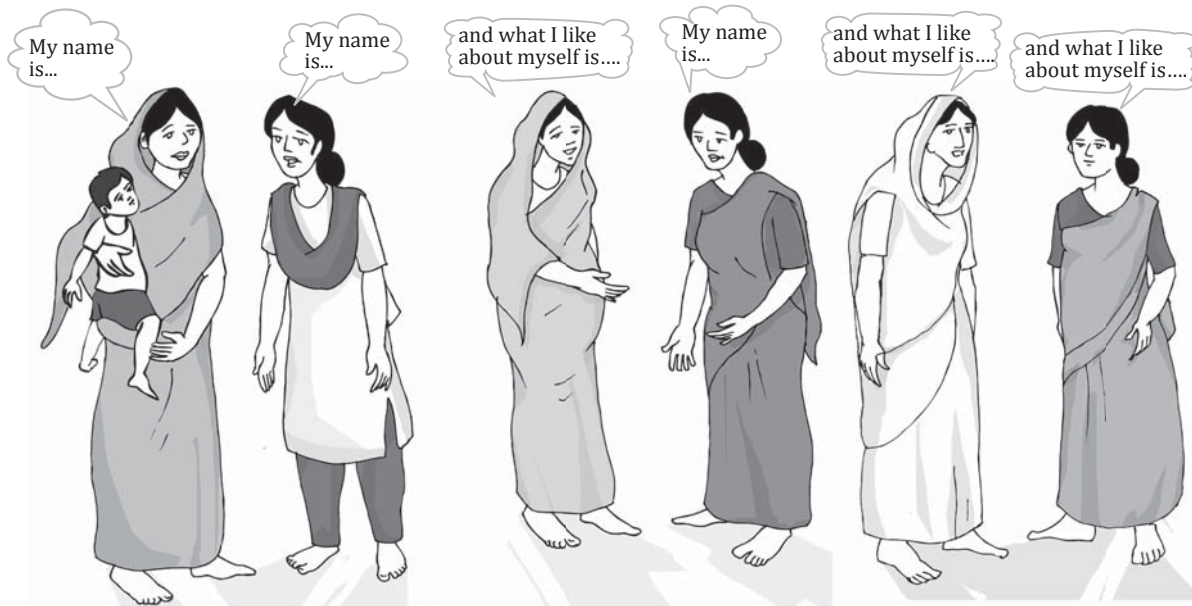
- Participants practice introducing themselves in a confident manner.
- Participants focus on their strengths and say positive things about themselves.

PROCESS

1. Activity

Ask participants to stand in a circle. Have them all speak at the same time by saying their own names aloud in different moods: loudly, sadly, excitedly, angrily, happily, etc. Stop the game and ask them to think about the way they like to hear their name said.

Now ask participants to pair off with the person next to them. Ask each pair to introduce themselves again, this time adding one thing they like about themselves: "My name is _____ and I am good at _____." Tell them to try not to laugh or whisper!



Ask participants to get back into the circle. Have them introduce themselves one by one, adding the thing they like about themselves.

PART 1 UNDERSTANDING GENDERED PERSPECTIVES

2. Discuss

- Why do we find it difficult to say positive things about ourselves?
- Do you usually share your strengths with your family members?
- Do your family members appreciate your positive qualities?
- Is it difficult to appreciate others? Why?
- How can we begin to recognize each other's abilities and praise them?



KEY POINTS

- People, especially young women, often find it hard to say positive things about themselves.
- Building self-esteem begins with identifying our strengths so that others can also begin to recognize and value them.
- Raising our feelings of self-worth is a difficult process. We can help each other improve our self-worth by appreciating, motivating, encouraging and by showing respect for each other and ourselves.





Mixed Session 2: WORKING TOGETHER TO CREATE COMMUNITIES OF CARE



Mixed Session 2: WORKING TOGETHER TO CREATE COMMUNITIES OF CARE

PURPOSE

- To share experiences collected in Block 2.
- To help participants realize that their concerns are similar to those of other groups.
- To begin to forge deeper understanding between groups of women, men and elders.
- To prepare the group for future dialogue and cooperative work together within the area of health and nutrition.

NOTE TO FACILITATORS

It is important to begin the session by breaking any tensions between members of the different groups. Therefore, the session begins with familiar exercises that all the groups have done with their peers. This way, all participants can concentrate on interpersonal relationships rather than feeling uneasy about unfamiliar processes.

This mixed meeting begins with a focus on strengths and abilities and asks participants to think about how they can use these for the benefit of all. It then asks all participants to name their own strengths, skills and capabilities. Finally, participants reflect together on how this learning will benefit their nutrition practices and health.

Session and Topic	Activity	Duration	Page
Mixed Session 2: Working Together to Create Communities of Care	1. Treasure Hunt	15 minutes	41
	2. The Cyclone Shelter	15 minutes	42
	3. The Spider Web	30 minutes	44

ACTIVITY 1: Treasure Hunt

A game to identify participants' existing strengths.

PURPOSE

- To make participants aware of their own and other people's skills and abilities.
- To send a clear message about personal skills that should be valued.

PROCESS

1. Set up

Ask participants to stand in a circle. Explain that: You will call out a value or skill and everyone who thinks s/he has that value/skill will stand together. Demonstrate by saying "I am looking for people who like to sing!" All those who like to sing will stand together and briefly chat about why and what they like to sing.



Mixed Session 2: WORKING TOGETHER TO CREATE COMMUNITIES OF CARE

2. Play

Begin calling out categories. Change categories often so that participants keep moving! Some categories you can call include:

- People who know how to cook well
- People who are good advisors
- People who always help people in need
- People who can put a crying baby to sleep
- People who can carry heavy loads
- People who can make people laugh
- People who can sing a song
- People who grow healthy vegetables
- People who know how to make a stove
- People who can run fast

Stop the game and ask participants to sit in a circle. Explain that this game is called ‘treasure hunt’ because it helps us to identify the skills and abilities of each one of us in the group.

3. Discuss

Discuss what happened:

- What did the treasures stand for? (personal abilities/skills)
- Who had at least three treasures? What does this say about us? (we have a lot of skills and knowledge among us! We can accomplish many things.)
- Why do we find it hard to think of these skills/abilities as valuable and things to praise?

Explain that if we want to change the way we relate to each other we have to support each other and build each others’ strengths and abilities.

KEY POINTS

- We all have skills, abilities, and strengths but often we are not aware of them and do not value them.
- We can assist each other by encouraging, praising, thanking, showing respect and admiration for each other and ourselves. Such experiences will change the way we see each other.

ACTIVITY 2: The Cyclone Shelter

An exercise in advocacy on behalf of oneself and others.

PURPOSE

- To identify and recognize individual strengths.
- To help people assert their strengths.

PROCESS

1. Set up

Ask participants to get into pairs. Explain that this exercise will ask them to activate/think of their power within. Ask them to think about: What are your strengths? What are you good at doing?

Mixed Session 2: WORKING TOGETHER TO CREATE COMMUNITIES OF CARE

2. Activity

Ask participants to imagine there is a cyclone coming but there are very few places left in the shelter. Tell each other why YOU think YOU should get a place in the shelter! What makes you special? How are you unique?

Some participants may find this difficult to do, as they experience being put down and dominated. They may not be used to thinking about their strengths and abilities. It is important that they come to realize their self-worth.



Allow the conversations in pairs to continue for a few moments. Encourage and assist, where necessary. Then ask pairs to get back into the circle.

3. Advocate for each other

Once participants are back in the circle, ask each participant to speak on behalf of their partner. Ask them to explain: Why do they think their partner should be included in the shelter? What can s/he offer? As they argue for the inclusion of the other, they begin to practice advocacy.

Conclude by applauding all. Each one makes an important contribution and is worthy of being included!

KEY POINTS

- Each participant makes an important contribution and is worthy of being included.
- Sometimes people don't have the perspective to know what your strengths are unless you tell them.
- Sometimes people can't stand up for you unless you stand up for yourself first.

ACTIVITY 3: The Spider Web

A process of making connections and answering questions.

PURPOSE

- To demonstrate the importance of everyone working together.

MATERIALS

- A ball of string or rope

PROCESS

1. Ask participants to sit in a circle

Explain that you will roll the ball of string to a participant, who will hold on to the string and roll it to another participant, who will roll it to another participant, and so on.

Whenever a participant encounters a knot in the string the process stops and s/he is asked a question. Once s/he has answered the question s/he can roll the ball to another participant.

2. Begin the game

Roll the ball. Ensure everyone who gets the ball holds on to the string before they roll it across the circle to someone else. This will create a web/net that demonstrates how they are all connected to each other.

When a participant gets the ball, ask her/him to respond to one of the following questions or statements. Ask each question to at least two people, and encourage brief group discussions around the issues. Remind participants that in this week's sessions we learned that when working on a decision it is important to gather information from others in the family and consider everyone's needs.

- Imagine that your household needs to purchase food. How would you talk about what to buy?
- Imagine that you have to sell part of the vegetables your household produced. How would you talk about what to sell? What are the benefits for everyone in your family?
- Provide an example of a decision your family made together this week. What happened? How was the decision made?
- Are there important decisions in your family to be made soon? How will you make these decisions?
- If you make a quick decision in case of emergency, how do your family members and neighbors react?

When you have created a web of connections among all participants and responded to all the questions, stop the process.

3. Discuss

Discuss what happened:

- Everyone holds a bit of the string, so we are all connected. What would happen if one person dropped the string s/he is holding?

Mixed Session 2: WORKING TOGETHER TO CREATE COMMUNITIES OF CARE

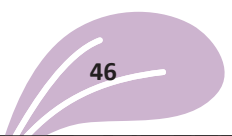
- How does this exercise relate to our everyday lives? Are we all holding our bit of string? How so/Why not?
- How can we make this web stronger? How can we ensure that each one takes responsibility for holding their piece of string, for staying connected and supportive of others?
- What have we learned about decision-making? Any new insights?





KEY POINTS

- Every single person's responsibilities are important to making the community's web strong and solid.
- If any one person decides not to hold the string, the web falls apart. That is the same in our commitments to our family members and community.





Block 3: NEGOTIATING POWER



Block 3: NEGOTIATING POWER

NOTE TO FACILITATORS

These sessions build on Blocks 1 and 2, which focused on communication, perceptions, and gendered relations. In the Block 3 sessions we will explore how relations among people and communication are impacted by power. Some people have more power than others just because of who they are. This reality often has direct consequences on the health and nutrition of all family members. People with the least power often have less access to food, and they have little or no say over how decisions are made.

In these sessions we will look at power. What makes some people more powerful than others? What gives them authority? How can we all use power to make ourselves, our households and our community stronger?

Part and Topic	Activity	Duration	Page
Part 1: Exploring Power Relations	1. Power Hierarchies	45 minutes	48
	2. Relations of Power	45 minutes	51
Part 2: Exercising Power	1. The Story of Saleka	45minutes	55
	2. Asset Control and Access Mapping	45 minutes	57
	3. What is Assertiveness?	30 minutes	59

PART 1 EXPLORING POWER RELATIONS

ACTIVITY 1: Power Hierarchies

A drawing and ranking activity.

PURPOSE

- To explore what gives people power and identify sources of power.
- To establish hierarchies of status and power.
- To examine how people in positions of power make us feel.

MATERIALS

- Paper
- Coloured pens or crayons

PROCESS

1. Set up

Divide participants into groups of three. Distribute paper and pens to each group.

2. Draw family members

Ask the groups: Who are the different members of our families? After they answer, explain that this activity is about drawing pictures of different family members: fathers, mothers, children, grandmothers, etc. Each group will draw only one family member.

Ask: Which group will draw the father? The grandfather? The mother-in-law? The brother? Sister? Baby? Ensure that the groups draw pictures of as many different family members as possible (from the oldest to the youngest).

Once finished, ask the groups to place the pictures on the floor in the middle of the room next to one another.





PART 1 EXPLORING POWER RELATIONS

3. Sort the family by perceived power

Explain to participants that “Power can be defined as the degree of control over things and people. Power is held by individuals, social groups (such as men, elders, health care workers, and teachers), and institutions (such as the government). Being powerful means people are in a position to make decisions, control resources, and direct others what to do.”

Ask participants to sort the pictures of household members from the most powerful to the least powerful. Some people may be perceived to have the same degree of power. If that is the case, they can place their pictures next to each other.

4. Discuss

Discuss the power hierarchy: What is the source of power that different people hold? What gives them power? Because not every household has the same composition of family members, you may expect different answers. Ask participants to give you an explanation of what makes one person more powerful than others. Examples are:

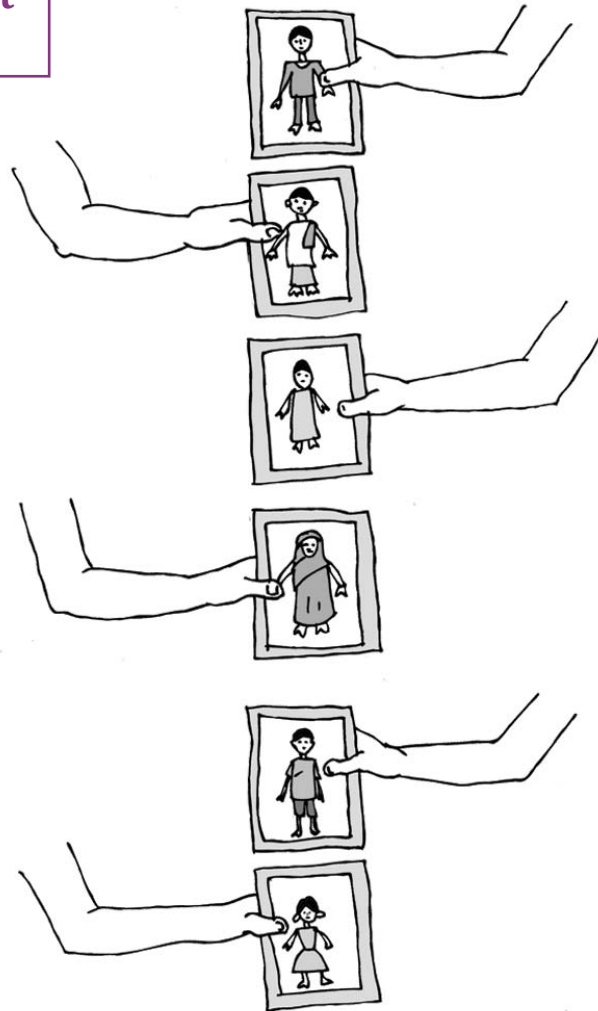
- Gender
- Position in the family/household
- Knowledge/wisdom
- Wealth
- Social status/traditional village hierarchy (e.g., chiefs)
- Physical strength
- Health
- Moral rectitude

Ask participants: Who is the most/least powerful person in a household? How is that decided? (Tradition?) Who is the most/least powerful person in a community? How is that decided? (Tradition?)

Discuss how power and status influence the way we look at people: Probe the discussion with further questions such as: How do you behave in the presence of people who are powerful? (E.g., do you feel embarrassed? Uncomfortable? Do you speak less? Do you try not to be the one to make the decisions?) How do you behave in the presence of people who you think are below you? How do you treat them?

PART 1 EXPLORING POWER RELATIONS

**From Most
Powerful**



**To Least
Powerful**

KEY POINTS

- Everyone has different degrees of power. This determines how they consider their own capacities, whether they are allowed to participate in decision-making, and to what extent they can control their lives.
- People draw on different sources to obtain power and authority.
- Often power and authority are allocated on the basis of gender, age, or position alone. This relates to culture and tradition and, since culture and tradition have been created by people, we can also change them!
- Power relations in the home are constantly negotiated. Good communication and peace in the home are based on a mutual understanding that everyone has important contributions to make.

PART 1 EXPLORING POWER RELATIONS

ACTIVITY 2: Relations of Power

A game based on images cut into puzzles.

PURPOSE

- To review messages about sources of power and authority.
- To deepen understanding of power differentials and relations.
- To develop the ability to talk about and negotiate power.

MATERIALS

- A collection of pictures related to (sources of) power, cut or torn up into enough pieces for all participants (choose either if the two blocks below)
- A printed image of each picture that has been cut into pieces

OPTION 1: Different Kinds of Power

1. Woman/person getting beaten (power over)
2. Two/more people sewing clothes (power with)
3. Person painting a pot (power within)
4. Person/people with a tool, working on something (power to)

OPTION 2: Different Sources of Power

1. Picture of person with a book or computer (information)
2. Picture of older person counselling another (wisdom)
3. Picture of person with money (wealth)
4. Strong and healthy person (physical strength)

NOTE FOR FACILITATORS

In Bangladesh, the team used pictures from Option 1. Pictures need to be changed according to the local context.

PROCESS

1. Set up

Distribute one puzzle piece to each participant. Ask them to move around the space and find others holding a piece of their picture.

When all the pictures have been put together, ask each group to discuss: What is happening in your picture? What does it mean? What is the message? What kind of power do you see in this picture?

Explain that there are four different types of power: power over, power within, power to, power with.

PART 1 EXPLORING POWER RELATIONS

2. Discuss “power over”

This is the type of power we think of most commonly. Power over has many negative associations for people. We think of force, abuse, discrimination, and oppression. In many households the people who have the resources and make most decisions are men. They have power over the other family members, who are excluded from participating in decision-making. In worse case scenarios, young women are also excluded from access to healthy food, healthcare, land, and decisions about agriculture, livelihoods, or the children.



Ask participants to name a few examples of ‘power over’. If they are having trouble refer them to the images used in the game. Ask them whether power over is always negative, or are there also good ways of exercising control?

Explain that Power over and exercising control does not always have to be negative. For example, if you dig a hole to plant a fruit tree you exercise power over nature with the purpose of feeding your family. If you make rules about how to keep the toilet clean and how to use the water pump, this is also about exercising control, with the purpose of keeping your family safe and healthy. If you teach a child to eat all his vegetables you exercise power over so that he will be healthy and grow well.

Ask people to turn to their neighbours and chat briefly: What do you do when other people dominate you? When they exercise power over you?

After a few moments ask participants to share some of their responses. Point out that our responses differ depending on who exercises power, and whether their control is negative or positive.

PART 1 EXPLORING POWER RELATIONS

3. Discuss the other types of power

Explain that there are three other ways of exercising power. Rather than making us feel excluded or reduced, these make us feel strong. These three powers are important if we want to change our lives, homes and communities. We need to recognize our own abilities and power within, acknowledge that we can have the power to act, and join each other in a sense of collective power with to move and shape the world. These types of power are:

- **Power within.** This power has to do with our sense of self-worth and self-knowledge. It is the power that comes from knowing our strengths and our weaknesses, and feeling confident about what we are good at. It is the sense of dignity we have inside. This power gives us hope for the future and strength to act for change



- **Power to.** Every person has the power to make a difference: the power to use her or his skills and knowledge to shape their life and the world in which we live. The power to comes from power within: the more we feel our own worth, the more we feel we have the power to act.



PART 1 EXPLORING POWER RELATIONS

- **Power with.** It is hard to confront our daily struggles alone. Power with is the power that comes from collective strength. If we give each other mutual support, solidarity, and recognition we can work together. Power with is based on identifying what we have in common, despite our differences, and seeking ways to act together.



Give participants a few moments to think about the four powers you described. Then ask them to think of examples that illustrate each power. The examples will demonstrate that participants are clear about each of the powers.

KEY POINTS

- There are different kinds of power (power over, to, within, and with).
- There are different sources of power such as gender, age, social position (status), information, wealth, and wisdom.
- Different situations call for different kinds of power. However, when people exercise power over others they can exclude them from participating in making the decision, or impose their own decision.
- It is better to make decisions together, exercising power with one another.



PART 2 EXERCISING POWER

NOTE TO FACILITATORS

Understanding how power works is an important first step towards making a change in our behavior. At the beginning of this curriculum, we explored how girls and young women are often given the message that they are not as important as boys and young men. We discussed how this sense of powerlessness is about gender (the way we raise our girls and boys) and gender relations (the way boys/girls and men/women communicate, live together, have different responsibilities, and participate in decision-making).

In this session we will discuss how one woman, Saleka, had to learn to change her life and how she began to see herself differently. Then we will explore assertiveness, or the ability to stand up for yourself. This is sometimes also called 'exercising power'.

ACTIVITY 1: The Story of Saleka

A story to illustrate how to build self-esteem.

PURPOSE

- To see the four different types of power (power over, power within, power to, power with) in action.
- To see that a single person can have a significant impact on their community.
- To see that low self-worth is taught to children, especially girls, but they can be some of the biggest contributors to the health and prosperity of a community.

PROCESS

1. Tell Saleka's story

As a young girl, Saleka was expected to be quiet and to listen. After school she used to help her mother prepare lunch, do the wash, and clean the homestead. Meanwhile, her brother played soccer with his friends. At dinner, Saleka was served food last with her mother. She assumed that this was natural: she was just a young girl and expected to be helpful but never make demands or participate in family decisions.

When her father went to town, he took Saleka's brother with him, while Saleka stayed at home and helped. She also had to stop school after only three years so that her brother could go.

When she was 16 she learned that her parents were looking for a husband for her. She did not have big expectations because her family was poor so she was unlikely to receive a proposal from a good family. She thought to herself, "If I marry myself, then my parents' prestige will be hampered, and if the husband leaves me for some reason nobody will help me. I have to agree with my parent's choice. Whoever the groom is, it will not matter for me."

The man Saleka's parents chose as her husband was old and he treated her like the child that she was.



PART 2 EXERCISING POWER

She always did what she was told. She remained silent and never asked for anything. After several years of marriage and four children, her husband suddenly died. She felt sad and worthless and was afraid of what would happen to her.

One day she was offered the opportunity to work in a programme for children at the community school. She had never worked away from home and she was scared, but she decided to try. Every day that she worked she learned new skills. The children liked her and often paid her compliments. Day by day, Saleka began to see herself in a new way. She realised she was a good childcare worker and she began to think that she had some worth after all.

While she was at the school she noticed that the children did not wash their hands before taking their tiffin, and that the only latrines had been built years earlier, and had been damaged by rain so were no longer useable. Saleka taught the children how to wash their hands properly and why hand washing is important. She formed an organization of concerned community members and got new latrines built. A group of elder men of the community were impressed by her initiative, and the local chairman helped Saleka finish the work on the latrines. When she saw what they had accomplished together, she realised that as a group they could do even more than she could alone.

After her noble work Saleka felt empowered and started to value herself. She discovered herself as a different person; one who was confident and valuable to her society. Saleka start to talk about her life's experience with her village women. Soon other women felt a unity with her. They decided to start a cooperative-association to educate women and raise awareness against early marriage. The cooperative-association also started saving money. Within a short time the village women started to take initiatives and day by day the situation of the families in the village changed. The women studied and learned horticulture and poultry production, and also become empowered with time.

2. Discuss

Ask participants: What you think? What else Saleka could do? Discuss:

- What happened in the story of Saleka?
- Why did Saleka see herself as worthless?
- How is the story of Saleka familiar? Have you ever experienced feelings of worthlessness? Of not being valued? Why did you feel like that?
- How did the situation change? How did she begin to see herself in a new way?
- What can we all do to support changes that lead to a sense of self-worth and confidence in our own and other people's abilities?

3. Analyze the power relations in Saleka 's story

We saw in Saleka's story that her parents wanted her to stay at home while her brother was given the opportunity to play soccer and go out. At the age of 16, she was married. This is called "power over," that is, when someone else decides over you what you are allowed to do or say.

When her husband died and she was offered an opportunity to work, she discovered her skills and abilities. This is "power within" – knowing that you are good at doing something. Saleka found her "power within" as a child-care worker.



PART 2 EXERCISING POWER

When Saleka decided to contribute to her community by working for a program for children, she exercised her “power to” – giving her power to the community and using her skills and knowledge to shape the world in which she lives.

When Saleka formed an organization with other women, bringing them together to use their strengths and to support each other, we see their collective power, called “power with.”

KEY POINTS

- Young girls often see themselves as having less worth than young boys because they are not treated the same way.
- Girls and young women are often unaware of their own feelings of worthlessness because it is ‘normal’ for them to see themselves and other girls/women as less important in society. As a result, they fail to see their condition as unfair and unjust.
- Once women recognize their strengths, they can develop their abilities and potential to become productive and useful members of communities.

ACTIVITY 2: Asset Control and Access Mapping

An activity to consider household resources and control.

PURPOSE

- To demonstrate how women and men both provide for the family but with different access to resources and assets.
- To propose changes.

MATERIALS

- Flip-chart
- Markers or pens

PROCESS

1. Set up

Ask participants to divide into two groups. Give each group a flip chart and some markers.

Explain that as we have discussed in previous sessions, men may be perceived to be the providers for the family, both in terms of food and income. But actually women also play a big role in providing for the family. Considering that both play a part in providing for the family, we will now look at the assets and resources that women and men have to fulfill these needs. These assets are also sources of power.

Explain to participants that having “Ownership of an Asset” means a person controls and makes decisions about the asset. Family members might have access to, or take care of, assets that they do not “own.”

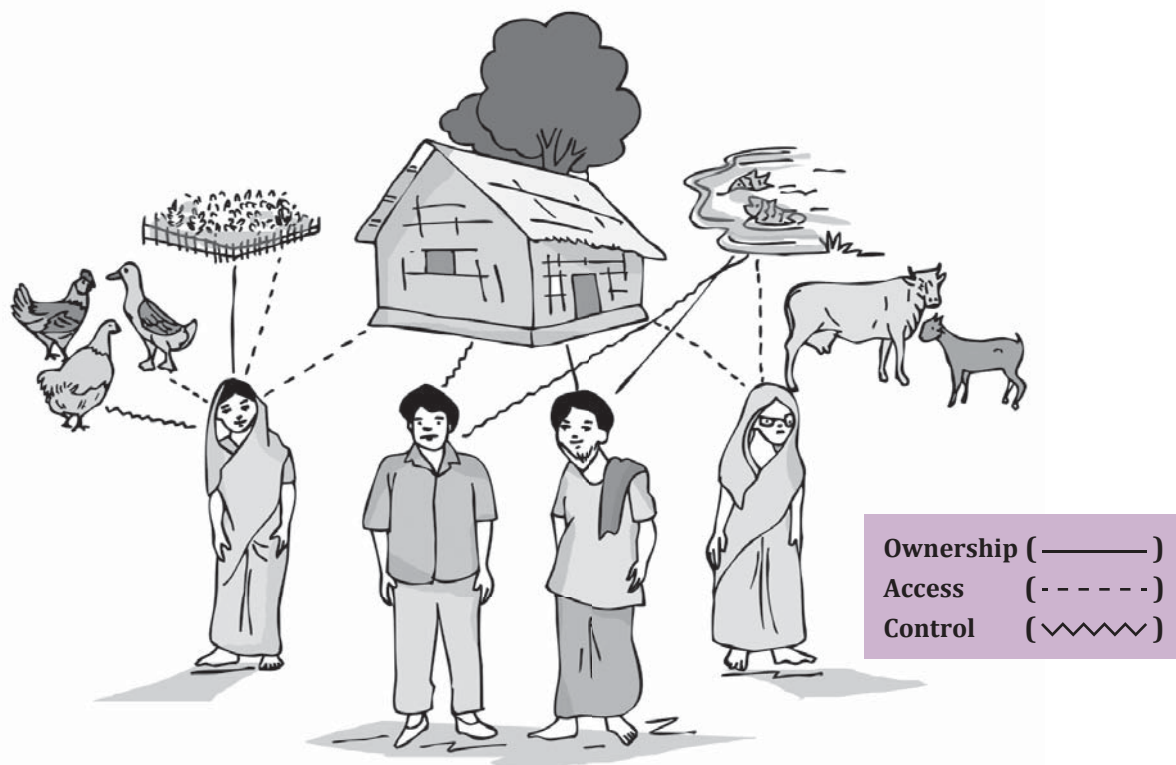
2. Draw diagrams

Explain to participants that we will be drawing diagrams of our household resources. At the center of the diagram, ask the group members to draw a picture of a typical household, including all the family members.

PART 2 EXERCISING POWER

Ask them to brainstorm and draw some of the assets their households need to provide food for the family (e.g., land, tools, seeds, cooking materials, food, soap, etc.).

When all of the assets are drawn, begin to discuss the assets/resources. Ask them: What is the difference between owning and having access to/taking care of? Have participants draw a different type of line connecting each asset/resource to the individual who owns/controls/has access to each asset/resource. For example, ownership could be indicated by a straight line (—), access could be indicated by a dotted line (.....), and control could be indicated by a zigzag line (~~~~).



3. Discuss

When the diagrams are complete, ask the group to summarize:

- Which assets are the most important for meeting daily food requirements? Why?
- Who has control over the majority of these assets? Men or women? Why?
- Who has access to the majority of them? Men or women? Why?
- Who will make decisions about how to use money after selling assets? Men or women? Why?

Ask probing questions to explore the patterns the groups have just diagrammed, such as:

- What type of assets do women own/control? Why?
- What type of assets do men own/control? Why?
- Why do certain household members have decision-making authority (control) over important assets, and others don't?
- Do you think this pattern is satisfactory? Why/why not? If not, what should change?
- When it comes to making decisions about large/long-term household assets (i.e., property, livestock), what is the process that is followed in your household? How do you go about the decision?



PART 2 EXERCISING POWER

- How does this process change during periods when family members are absent (for instance, migrating for labor)?
- Can you give an example of a time when you had one idea about what to do with an asset, but another family member had a different idea? How did the discussion take place? How was the issue addressed? Were you satisfied with the conclusion? Why not?
- What do you think of the idea of women owning assets? How do you think they should be managed within the household? Do you see any benefits?
- What did we learn about respecting others' feelings, opinions and interests in making family decisions?

KEY POINTS

- Men are generally perceived as the providers for the family even though women play a big role in providing too.
- The fact that women's work in providing for the family is not acknowledged affects the status of women in the home and the community, and their self-esteem.

ACTIVITY 3: What is Assertiveness?

Explaining assertive communication.

PURPOSE

- To familiarize participants with assertiveness.
- To help participants understand that assertiveness is their right.
- To show that knowing yourself and your needs is the first step in being assertive.

PROCESS

1. Set up

Ask the group to sit in a circle. Ask: "Have you ever been in a situation where somebody made you do something you did not want to do because you did not know how to say 'no'? What happened?" Take a few examples from participants.

2. Describe the following situation

Do you remember when you had your first baby and you were always hungry? Every time you breastfed the baby you wanted to eat and drink. Maybe you were too shy to ask your mother-in-law for food because it was considered rude not to wait until it was offered. So you stayed hungry and were often upset. Maybe you were worried that the baby was not getting enough milk because you were hungry. What did you do?

Ask the group: What do babies and small children do when they need or want something? (They cry! They know how to ask for what they want!) As we grow older we lose that clarity and assertiveness. We begin to behave in the way we are expected to behave as girls or boys, women or men.

Now imagine if you had been able to speak up politely and firmly and ask for what you needed. What would have been different? How could you do that in the future?

PART 2 EXERCISING POWER

3. Act out scenarios

Ask participants to act out the scenarios:

- The young pregnant mother dishes up food. She takes the last plate, with only rice. Is that healthy? Where should the rest of her food come from?
- Father has promised his 15 year-old daughter in marriage to a neighbor. Mother does not agree with her daughter's early marriage. What does mother say?

4. Discuss assertiveness

Explain that assertiveness means clearly and confidently communicating our needs, wants and feelings to other people in a respectful way and without threatening them. It is NOT rude or aggressive behaviour. Being assertive means:

- Deciding what you want (e.g. more food while you breastfeed)
- Deciding that it is fair (e.g. not being hungry while breastfeeding)
- Not being afraid of asking/speaking up for what you want
- Being calm and relaxed
- Asking for it clearly and politely
- Expressing your feelings openly

We can only be assertive if we have a sense of our own worth. Often this comes from others who tell or show us that we are loved and respected. That is why self-respect and respect for others are so important. We also need to feel safe and to know that we can make mistakes and take risks without being punished. Point out that:

- All people have the right to have an opinion, feelings, and emotions, and to express them appropriately.
- All people have the right to ask for what they want.
- All people should recognize that the other person has the right to say no.
- All people have the right to make their own decisions and cope with the consequences.
- All people have the right to make mistakes.
- All people have the right to change their minds and/or change themselves.

Ask participants: Do you agree? How do you see your rights/entitlements/ability to ask for and receive what you need and want?

Explain that assertiveness is about discussing and negotiating rather than suffering passively in silence, or aggressively attacking and fighting. It is about recognizing the power within and using it in order to have the power to act.

KEY POINTS

- Being assertive means standing up for your rights and believing that you deserve a fair chance to live your dream.
- Being assertive means speaking up for what you believe in, politely but firmly, and earning respect as you do so.
- We need power within, a sense of self, a sense of our own worth, and consciousness of our own skills to be assertive.
- We need to be assertive because we all have the right to live in a way that makes us feel useful and happy and equal with others. Therefore, we need to be able to stand up for ourselves and our rights.



Mixed Session 3: POWER IN COMMUNITIES





Mixed Session 3: POWER IN COMMUNITIES

NOTE TO FACILITATORS

Block 3 examined relationships in terms of power and inequality, and how this affects access to nutrition and health.

This mixed meeting builds on the messages from Block 3. We will start with a greeting game, followed by a review of Block 3, where participants will establish a common language to talk about power.

A ranking exercise will ask participants to indicate the order of “important” people in the community and reflect on what makes them powerful.

The last two activities will focus on the implications of status and position of different family members in relation to decision-making and on giving a final evaluative statement.

Session and Topic	Activity	Duration	Page
Mixed Session 3: Power in Communities	1. Ranking Power in Communities	30 minutes	62
	2. Why Not?	30 minutes	63
	3. Passing the Ball	15 minutes	66

Mixed Session 3: POWER IN COMMUNITIES

ACTIVITY 1: Ranking Power in Communities

An activity that explores perceptions of power and status.

PURPOSE

- To explore who is most/ least powerful in communities.
- To investigate the source of community leaders' power.
- To understand how this affects social practices and access to nutrition.

MATERIALS

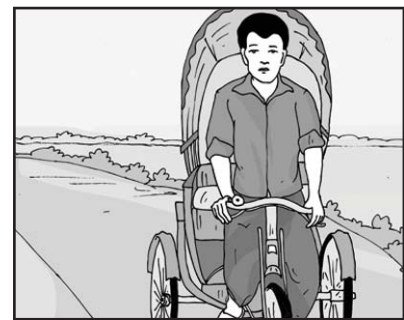
- Multiple sets of pictures, with six photos each, of:
 - A village elder
 - A van driver/rickshaw puller
 - A traditional healer
 - A poor widow/beggar, dependent on her community's help
 - A school student
 - A laundry man



Student



Garment Worker



Rickshaw Puller



Teacher



Health Worker



Boatman

PROCESS

1. Form groups

Ask participants to stand in groups of five to six people. Each group should include a mix of women/mothers, men/fathers, mothers-in-law, and youth (if participating). It is important that groups are a mix, as each person brings a different perspective to the task.

Distribute one set of pictures to each group.



Mixed Session 3: POWER IN COMMUNITIES

2. Individual group discussions

Give the following instructions:

- Look at the pictures and decide: who are the most important and powerful and who are the least important persons in your community? Place the cards in order of importance/power.
- Remember the different sources of power. Analyse: what are the sources of power of the people on the cards?
- Discuss: what does this say about power: who decides who is most powerful? Do you agree with this?
- Discuss: How does the position people occupy in a community affect their access to nutrition and health?

3. Large group discussion

When all groups have finished their ranking and discussion, call them to come together and have a plenary discussion about the issues. What are the key insights?

Conclude by asking the group: How can we change the way position and status in communities determines who gets to eat what? How can we ensure that those who need it the most get the most nutritious meals?

KEY POINTS

- People who hold positions of trust and education within the community are perceived as having power.
- It is mostly men who are perceived as having power.

ACTIVITY 2: Why Not?

An activity establishing that women should be included in financial decision-making.

PURPOSE

- To illustrate how women's decision making power over expenditures benefits the whole family.
- To illustrate that men overcoming fear of social stigma can help realize the potential of their whole family.

MATERIALS

- Blue paper
- Red paper
- Pens or pencils
- Tape
- Flip chart
- Markers



Mixed Session 3: POWER IN COMMUNITIES

PROCESS

1. Set up

Divide participants into three groups: husbands, wives, and mothers-in-law. Distribute one red and one blue sheet of paper and a pen to each group.

Explain that each group will be asked two questions. They should write down the answers on the two sheets given to them.

Ask: What are the five most common things upon which MEN spend money? Write your answers on your blue sheet of paper.

Ask: If WOMEN were in charge of the money, what are the five most common things upon which they would spend money? Write your answers on your red sheet of paper.

Collect the sheets. Tape them at the front of the room with the blue sheets in one line and the red sheets in another line. If not all participants are literate, they can offer verbally how they think men and women spend money.

2. Group discussion

Ask the small groups to re-assemble into the large group. Read the answers aloud. Ask participants to identify as a group the five to seven items they consider to be most important for the family across all the sheets. Cross out the rest of the items.

Discuss the similarities in men's and women's priorities. If it turns out that women have mentioned more uses that the group considers best for the family, make sure to emphasize it.

Ask the participants: "Why can't women have the equal decision-making power when it comes to spending money? Especially the money that they earn themselves?" Write the responses on a flipchart.

Now ask, "How many of these [reasons why women can't have input] have taken place in your experience? Do you know of any real-life examples?" It will most likely turn out that most of their fears and inhibitions are not based on reality, but on tradition, fear of change, and/or fear of stigma.

3. Role play

Ask two participants to volunteer for a role play. Explain the following scene to them and have them read it or act it for the rest of the group.



Mixed Session 3: POWER IN COMMUNITIES

Character A is a godsend.⁹ Character B is a farmer resting under a tree.

Character A: Hello Kalam!

Character B: (Surprised) Who are you? How do you know my name?

Character A: I come from above. I will grant you one thing that you need in abundance! What do you need in life?

Character B: Of course, I need a lot of money, and a good future for my family without any wants.

Character A: Here, take ten billion taka!

Character B: (Hesitates) I don't know how I can keep this. My community will think I stole it. Also, they will be jealous and try to take it from me.

Character A: Here, take this gold bowl instead! Whatever your family wants to eat will appear in it whenever you wish.

Character B: (Hesitates) I'll have the same problem. I am a very shy person!

Character A: What is it that you are not shy about?

Character B: My hard work and responsibilities. I am the man of the house and people respect me for it. I am a simple man, but a good man.

Character A: Okay. Take a lifetime's worth of hard work!

Character B: Are you crazy? I already have so much to do!

Character A: Well, if you want something you DON'T have, then you can't afford to think in the same old way. Here, take some courage!

Character A vanishes. Character B sits dumbfounded.

Ask the participants: Was Character B a smart man or a dumb man? Why? Would you have done the same? Why?

If these gifts were a metaphor for your wives/daughters-in-law, what would a smart man do? Would he be shy and hold back family's potential by refusing the benefits of their contribution because of possible criticism from the community? Or would he make the best of it?

Explain that if men and women both use their intelligence at the same time for the family, the family gains double. If the issue of social stigma/shyness takes prominence, remind the group of the assertiveness discussions. Men can also put those skills to use and be assertive when it comes to making the best decisions for the family, including making the wife a part of decision making.

⁹ Could be an angel, a genie – any character that is relevant to the local context.



Mixed Session 3: POWER IN COMMUNITIES

KEY POINTS

- Women can make valuable contributions to the household when included in the decision-making process.
- Men should use the assertiveness skills we've discussed in Block 3 to politely and firmly explain to the community why they made that decision and ask them to accept it.

ACTIVITY 3: Passing the Ball

Closing activity for Block 3.

PURPOSE

- To summarize the learnings of Block 3.

MATERIALS

- Ball or beanbag

PROCESS

Ask all participants to stand in a circle. Take out a ball or beanbag. Throw the ball/beanbag to one participant and ask her/him to comment on the session: what did they learn? How are they feeling? Once they have spoken they should throw the ball to another participant. That participant should answer the same questions and throw the ball to another participant. They should continue until all have had a chance to say something about the session.

KEY POINTS

- Everyone's voice is important and deserves a chance to be heard.



Block 4: ACTING FOR CHANGE



Block 4: ACTING FOR CHANGE

NOTE TO FACILITATORS

This block is about acting on what we have learned. Access to and consumption of nutritious foods by all requires everyone working together.

For a start, those who are silent must learn to speak up and stand their ground. Those who have silenced them must learn how to listen. Secondly, when we work together we explore new ways of making decisions, in a way that benefits everyone. Finally, we understand and practice “making a change.”

Changing the way we relate to others is hard. It involves being assertive and standing up for what is right. This session consists of a series of short exercises.

Depending on time availability, you can do all or some of them. Read through the activities, visualise them and decide which ones to choose.

In Part 1, Activity 1 helps people understand that changes are part of societies. Activity 2 draws our attention to how we respond in situations of stress or conflict: fight or flight? In Part 2, Activities 1 and 2 ask participants to practice standing up assertively for what they believe. Please note: if you are working with a group of men/fathers or elders, change the situations/role-players to make the exercises appropriate.

In Part 3, Activity 1 is a short game that asks participants to take turns being the center of attention and taking control. Activity 2 is a role-play that introduces participants to particular speech patterns / ways of communicating feelings.

Please ensure there is enough time at the end of the session to review the exercises and draw out the key points.

Part and Topic	Activity	Duration	Page
Part 1: Asserting Ourselves and Making Decisions Together	1. Say No!	40 minutes	68
	2. Historical Timeline of Gender Changes	45 minutes	69
Part 2: Working for Change	1. Who Decides What?	45 minutes	72
	2. Looking At/For Change	40 minutes	75
	3. Obstacles to Change	20 minutes	76

PART 1 ASSERTING OURSELVES AND MAKING DECISIONS TOGETHER

ACTIVITY 1: Say “No!”

A quick role-play about assertiveness.

PURPOSE

- To practice being assertive.
- To identify factors that help or hinder assertiveness.

PROCESS

1. Set up

Ask the group to stand in a circle. Ask for a volunteer to play the mother-in-law. Ask her to stand in the middle of the space, holding a baby. Explain that this exercise is called “Say NO.” Everyone is going to learn to say ‘no’ using their voices bodies and faces.



2. Exercise

Tell the volunteer playing the mother-in-law that she is getting ready to give the baby she is holding some rice water. All other participants are young mothers who believe in exclusive breast-feeding. Ask participants to stand up one by one, approach the mother-in-law, and firmly say “no!” They should then demand that she hand over the baby.

Observe what happens and take note of the assertive behaviour. Then ask participants to re-play their “no” to others!

Ask another volunteer to act as the father who is taking the side of his mother. Again, all participants approach him and practice saying “no” assertively.



PART 1 ASSERTING OURSELVES AND MAKING DECISIONS TOGETHER

Participants may find this hard to do. They are not used to speaking up and making themselves heard. Ensure there is enough practice. Keep going until everyone's voices and body postures communicate a clear "no!"

3. Discuss

Review the exercise. Ask participants to describe how they used their bodies and faces to be firm. What happened to their voices?

Give them the following hints for assertiveness:

- Be calm and controlled. Do not shout or whine.
- Seek direct eye contact. Do not look down or away.
- Stand up tall and put your weight on both legs so you are balanced.
- Make your voice loud and clear.

Ask the group: What other situations are there in your everyday life where you need to be assertive? What can help you to be assertive?

KEY POINTS

- Everyone can be assertive, even if it does not come naturally to them. They just need practice.
- Calmly and politely standing up for what you believe in can help the health and welfare of your entire family.
- Many times people don't know they are behaving badly toward you, they just behave in the way they were taught because they don't know you don't agree. If you politely ask them to change their behaviour, they might do it!

ACTIVITY 2: Historical Timeline of Gender Changes

Build a timeline of changes in gender roles and attitudes within the community.

PURPOSE

- To understand how gender roles have changed in recent years, especially focused on gender-decision making, nutrition and agriculture.
- To understand what factors have made gender roles change.
- To understand what community members think about these changes.

MATERIALS

- Flipchart
- Markers



PART 1 ASSERTING OURSELVES AND MAKING DECISIONS TOGETHER

PROCESS

1. Introduction

Explain to participants that we are interested in learning how gender roles (relationships between men and women, how men and women are expected to behave) and nutrition have changed over time in this community. We would like to draw a recent history of these significant changes, and what you think has made them change.

2. Identify the starting point

Start with a brainstorm to identify a common starting point. What are some ways that gender roles in agriculture are significantly different now than they used to be? Where should we start the “before” period? If it is difficult, go back 10-20 years, depending on the age of the group.

Have the participants draw on the chart paper the starting point or “before” period, when gender roles and relationships were different than they are today.

3. Probe

Ask the group the following questions about the starting point:

- What were relationships like between men and women?
- What type of work did men and women do?
- What did people eat? Did men and women eat different things?
- What did pregnant women eat? Any special foods?
- What did children under two years old eat?
- What were the major health problems?
- What did people grow? How they cultivate? What problems did they have in agriculture?
- What social resources or traditional laws existed for women and men?
- What problems occurred between couples or within families?
- How did people use to resolve problems?

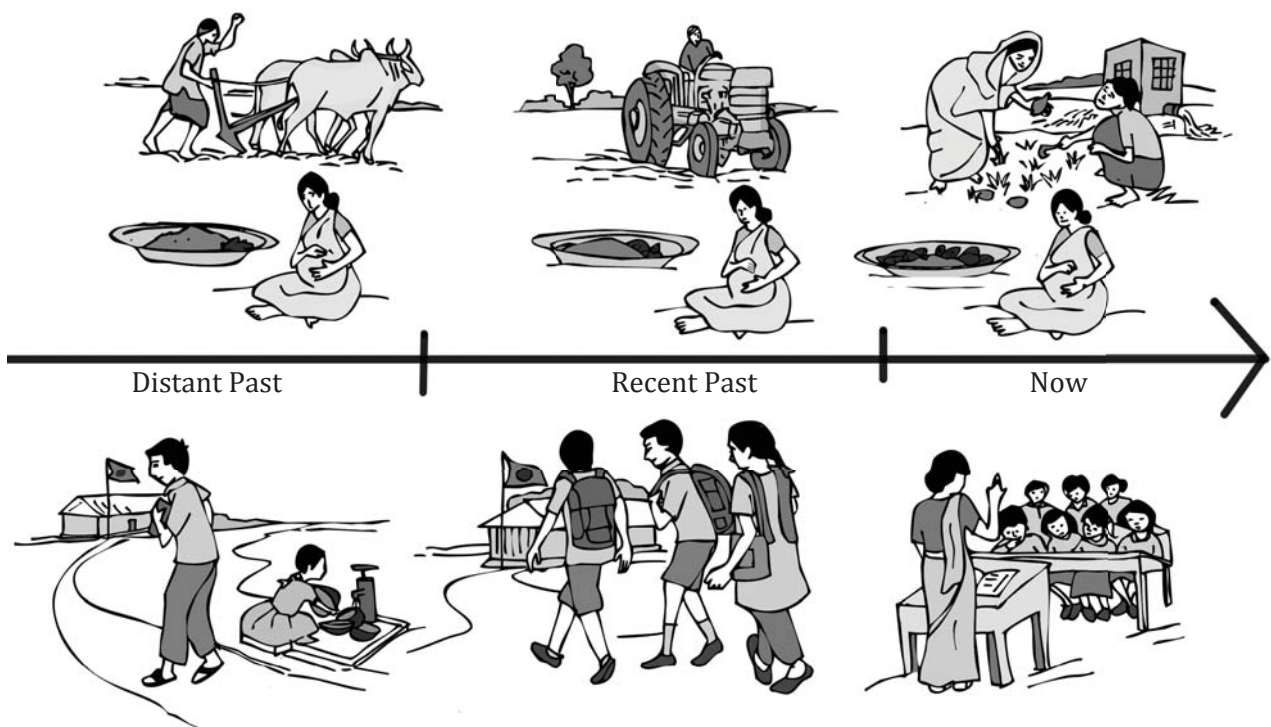
4. Plot significant events

From the starting point, continue building out the timeline. Ask the group: “How did these relationships and roles change along the way? What significant events made them change?” Mark each major change along the timeline.

For each point that is marked on the timeline, probe:

- What or who made this change?
- Why did it change at this time?
- What impact did these changes have on the community?
- Who in the community supported this change? Who was against it?

PART 1 ASSERTING OURSELVES AND MAKING DECISIONS TOGETHER



5. Summary

Ask the participants to look at the timeline they have created. Ask them to respond to the following questions by raising their hands and sharing their responses with the group.

- Looking back, what were the most favorable or positive changes during this time period? Why?
- What are the greatest concerns or negative changes during this time period? Why?
- What do you think are the greatest problems between men and women in this community? What is being done in this community to address these issues?
- What changes would you like to see happen, in terms of how men and women relate to one another and what is expected of them? Why? How could these changes be brought about?

KEY POINTS

- There is a link between decision-making and nutrition.
- There is a link between power and decision-making.
- There is a history of gender inequality within families.
- Women are able to make decisions, and their voices and decisions should be heard and respected.
- We can change our decision-making processes. They often change over time even if we don't realize it. With a little practice we can change them ourselves, on purpose.

PART 2 WORKING FOR CHANGE

NOTE TO FACILITATORS

Sometimes, it may seem that change is impossible. However if we look at human history, we realize that people have made big and small changes to their world since the beginning. The first activity draws attention to such changes as a way of inspiring hope and the belief in the possibility to change our lives. The second activity asks participants to identify and explore possible obstacles and difficulties.

ACTIVITY 1: Who Decides What?

Participants sort action statements into a pocket chart.

PURPOSE

- To highlight gender differences in decision-making.
- To discuss how women are excluded from decisions about their children.
- To demonstrate the powerlessness of young women in the household.

MATERIALS

- The decision statements from this activity, photocopied onto a sheet of paper and cut into strips
- A five-pocket chart with pockets labelled “man,” “woman,” “elder man,” “elder woman,” and “group”

PROCESS

1. Discuss decision-making in the home

Begin by initiating a discussion on decision-making in the home. Who makes what kind of decisions? How are decisions made? Take a few responses from the group. If necessary, give some examples to stimulate the discussion, like:

- Who decides what vegetables to grow in the garden?
- Who decides about the children’s schooling?
- Who decides what pregnant woman has to do (workload) and what she gets to eat?

2. Explain household decision making

Different people in the household have different responsibilities. But they do not all have the power to make decisions. For example, men are often the ones who decide what to buy, how to spend money on food, and what the meal will be, even though the woman cooks the meal. The woman may know what foods are good for babies and when children are hungry or not eating enough and nutritious enough food, because mothers often spend a lot of time with their babies. But this food might not get purchased, because women do not make decisions about food purchases. Often decisions are made by one person, but another person actually does the action.



PART 2 WORKING FOR CHANGE

This may cause conflicts and unhappiness. Sometimes, a young mother may know how to ensure that her children get the right nutrition, but she is not in a position to instruct her husband or elders in the community. When the children are undernourished and fail to thrive, she may be blamed and accused of not taking care of them.

There is incongruity between what she knows and how she is able to act on her knowledge. She may want to feed the toddler leafy vegetables and fruit, but her husband only gives her rice and dahl, and her mother-in-law only wants to feed the toddler with rice and some fish.

To ensure that all people in a household are offered the kinds of food they need to eat in order to be healthy, all the adults in a household must act together to supply the resources. They must plan together about nutritious food, and jointly support better nutrition for pregnant women and children under five years old.

3. Activity

Place the pocket chart in a position where all participants can see it. Explain that each pocket represents an important member of a household: husband, wife, elder man, elder woman, and group.

Explain that we will look at who makes what decisions within a household. Then we will decide whether anyone who should be part of the decision-making is left out, and what problems this may cause. You will read out the decisions from the slips of paper. Participants will discuss and decide who makes that decision, and place the slip of paper in the appropriate pocket.

Read out the following decision statements. Encourage discussion if there is disagreement, and assist participants to reach consensus. Point out that this activity is not about who should make decisions, but about who actually makes them.

Who decides what the main meal of the day will be?
Who can buy new shoes for the children?
Who decides if the wife can see a doctor when she is feeling sick?
Who decides to take a sick child to the health center?
Who decides to plant new vegetables in the home garden?
Who decides which cereal to grow for the household?
Who decides which cash-crop to grow for the market?
Who decides how to spend money from cash-crops that are sold?
Who decides whether or not to exclusively breastfeed?
Who decides who gets what food to eat?
Who gets to rest when the wife is tired?
Who decides to distribute or share workload when the wife is pregnant?

PART 2 WORKING FOR CHANGE

Who decides to feed the six-month old solid food?
Who decides what foods to purchase?
Who decides when daughters should get married?
Who decides how many tasks girls must do?
Who helps children with schoolwork?
Who decides what pregnant woman should eat?
Who decides what gifts to give on special occasions?
Who should keep/look after the money?
Who decides what to spend money on?
Who decides what assets a wife may acquire?
Who decides whether a woman can earn her own money?
Who decides whether to sleep under a bednet?
Who decides whether or not to build a latrine?
Who gets to use the latrine?
Who decides how long the daughter should attend school?
Who looks after the baby every day?

4. Discussion

Once all the statements have been read out and placed in the pockets, pull the statements out of the pockets and count them. Initiate a discussion:

- Who makes the most decisions? Who is left out?
- Who is involved in the big decisions about the children? Who is left out?
- Who decides on money matters? Who is left out?
- Who makes decisions about household matters? Who is left out?
- What does all this say about the position of the wife in the household?
- What if a woman has a lot of knowledge or skills about something but is not included in the decision-making? (E.g., she will probably not feel valued, considered.)
- What does all this tell us about situations in which women want to look after the nutrition needs of their children but are not in a position to do so because they have no say in what is bought and how it is allocated? (Potential answer: it can affect her own sense of self-worth.)

Point out that in many households decisions are not made collectively. All those involved in providing food do not make decisions together. Draw attention to the different ways of making decisions. As you describe them, ask participants to offer examples to illustrate them.

- One person decides on his or her own; this is a quick process and often does not involve much deliberating. E.g., a husband sells the cash crops and spends the money to buy food without asking his wife what she needs to better feed the children.



PART 2 WORKING FOR CHANGE

- One person makes a suggestion, another agrees, and this is taken as a decision without further discussion. E.g., a husband decides to sell a piece of land and just informs his wife. She says that this is a good idea, and without any further discussion with her about prices and negotiations, he proceeds to sell the land to a neighbor.
- No one speaks up and agreement is assumed. This is called silent consensus. E.g., one or more household members did not feel free to disagree, so they kept silent.
- The whole group discusses the issue fully and reaches consensus/agreement. E.g., a husband and wife decide together to grow non-cash crops and use them to better feed their household.

Conclude by asking: How can women be better included in decision-making in all household matters?

KEY POINTS

- Self-image, a sense of self-worth, and confidence go along with the capacity to make decisions.
- If women are excluded from important decisions about their and their children's lives, they cannot develop their own independence, their sense of initiative, and a feeling of being able and powerful.
- Especially in nutrition, the best decisions are not always taken, because the people making the decisions are not always the ones with the information.

ACTIVITY 2: Looking At /For Change

Observation and discussion.

PURPOSE

- To demonstrate that everything is dynamic.
- To illustrate how people work to affect change.
- To convey the message that change is possible.

PROCESS

1. Ask participants to look at their surroundings

Point out that their surroundings are not as they used to be. They were once forest, but people have acted to change their surroundings. For example, they have turned mud into bricks for buildings.

Ask the group: What do you see that has been changed through people's actions?

Responses should include things like:

- Plants (vegetables, flowers) being cultivated
- Trees planted to give shade and shelter
- Sticks woven into fences
- Ground cleared of weeds and grass
- Clay turned into plaster
- Clay turned into stoves for cooking
- Trees chopped into firewood
- Boreholes drilled to bring up clean drinking water
- Cloth woven and made into boubous



PART 2 WORKING FOR CHANGE

2. Explain that humans are capable of change

Point out how people have used and shaped their environment into structures, tools, food, and other objects for meeting their daily needs. Explain that:

- People can affect big changes in their surroundings and their lives if they use their knowledge and skills to make things happen.
- If people can turn clay into pots, stoves and bricks; and trees into shelter, fences and firewood, surely they can change other things as well.

Point out that this course is about change: making small and bigger changes that result in improving the health of people in the community as they work with each other, respectfully, irrespective of traditional status.

KEY POINTS

- People are advocates for change. They use their skills and knowledge to transform the environment around them, change relations, the way we communicate (for example, we have now mobile phones).
- People can also change our communities for the better, by communicating better, and valuing ourselves and each other more.
- We are learning about nutrition and equal household relationships, so we can change and improve our communities and our health!

ACTIVITY 3: Obstacles to Change

Discussion and role-play.

PURPOSE

- To demonstrate competing demands on household members.
- To illustrate how competing demands may immobilize a person.
- To discuss how a family's roles and responsibilities may be shared in the interest of change.

MATERIALS

- Pictures representing household chores (e.g., cooking, dirty dishes, weeds)

PROCESS

1. Introduction

Ask participants: What kinds of demands are made on a wife/girl/husband/elder woman/elder man every day? List examples. If necessary prompt by asking further questions, such as:

- What demands do the children make?
- What demands does the husband/wife make?
- What demands do the elderly make?
- What demands do other family members make?
- What demands do community members/neighbours make?



PART 2 WORKING FOR CHANGE

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PART 2 WORKING FOR CHANGE

3. Discussion

Ask the volunteer who played the wife:

- What does it feel like to be in this position? Prompt the conversation if needed, by saying “Were you under a lot of pressure? Stress?”
- Do husbands or mothers-in-law face similar situations where they need to fulfil many demands simultaneously?

Ask the rest of the group: What did it feel like to be pulling at her/him, along with all the others? Were you in a position of power?

4. Balance exercise

Ask participants to stand in a circle and close their eyes. Now ask them to gently rock forward and backward on their feet, shifting the weight to the toes, then gently to the heels. If it feels like you will fall over, regain your balance and begin again. Do the action with them and prompt “forward, backward, forward...”

Stop and ask: How did that feel? Were you scared? Uncomfortable? Have a brief conversation about what it feels like to lose balance, to feel unstable on your own feet. Then ask: Do you ever get a feeling in your daily life that you are off balance? Can you give me an example?

5. Application

Initiate a discussion on the multiple demands on and responsibilities of women/ husbands/elders/ youth in terms of family nutrition. Point out that so many demands make it difficult to take care of food.

Ask:

- What happens to food preparation when the wife has so many demands?
- What happens to breastfeeding and feeding small children?
- What happens to the woman’s own nutritional needs?
- What did the scene tell you about the daily life of a woman/what can we do about it? (use the pictures to prompt this discussion)

KEY POINTS

- Women are very busy. They need to look after the children, cook, clean, etc.
- Because of the demands on their time women often lack the time to cook properly, take care of themselves during pregnancy and breastfeeding, and to look after the children’s nutrition. This endangers the nutritional status of women and the entire family.
- To protect our health, we have to change our common habits and be more supportive to each other.



Mixed Session 4: WORKING TOGETHER FOR CHANGE



Mixed Session 4: WORKING TOGETHER FOR CHANGE

NOTE TO FACILITATORS

This is the final mixed session. It will be important to consolidate learning from all four Blocks, and to measure change.

In Blocks 3 and 4 participants practiced acting/behaving differently. In this session, they can apply these skills outside peer groups, that is, when working with others of a different gender, age or position. There are two main activities. Activity 1 is further practice of assertive behaviour with members of different groups. Activity 2 is a discussion group aimed at finding evidence.

Facilitators should record responses and make notes to use for evaluation reports later.

PURPOSE

- To consolidate learning sessions about nutrition and gender.
- To practice acting assertively beyond the safety of peer groups.
- To assess changes in personal, relational, and communal behaviors.

Session and Topic	Activity	Duration	Page
Mixed Session 4: Working Together for Change	1. Stepping Stones	15 minutes	80
	2. Practicing Assertiveness	20 minutes	81
	3. Planting the Hope Tree	25 minutes	83

Mixed Session 4: WORKING TOGETHER FOR CHANGE

ACTIVITY 1: Stepping Stones

A game and discussion.

PURPOSE

- To review the key points of the course.
- To demonstrate that a positive attitude is key to overcoming fears and uncertainty and achieving your goals.

MATERIALS

- Twelve pieces of paper, big enough to be used as stepping stones
- A marker

PROCESS

1. Set up

Facilitator writes down the twelve key learnings of the training serially, one on each large piece of paper.

These are:

- a) Team Building
- b) Demonstrating Trust
- c) Developing Skills
- d) Self-worth and Valuing People
- e) Making Decisions Together
- f) Equal Food Distribution
- g) Power Relations
- h) Assertiveness
- i) Power With
- j) Looking for Change
- k) Working Together
- l) Peace in the Home

Place the papers on the ground in a curvy line with some distance between each one. Walking across should present a small challenge.

2. Walk across the stones

Ask participants to imagine these papers are rising like stones out of a deep pool of water. You could just see the top of them. You need to cross from one side to the other.

Ask participants, one by one, to balance across the stones without touching the floor.

3. Review what happened

Ask the group: What was that like? Easy? What, if anything, was the challenge? Could you still balance across them with ease? What has changed?

Mixed Session 4: WORKING TOGETHER FOR CHANGE

Take a few responses. Then ask: What do you need to do in order to balance across the stones in a deep pool of water?

Take a few more responses. Then explain that crossing over is not so much a matter of skill. All participants are experienced balancing from one stone to the other, and are all physically capable of doing it. Instead, it is a matter of attitude. You have to overcome the fear of falling in, the uncertainty of managing the task, the worrying about failure.



4. Discuss attitude

Have a discussion about attitude. Some tasks do not require skills so much as the right attitude. Participants should speak about the feelings associated with certain actions.

Ask the group: How is the stepping stones experience similar to this course on nutrition and gender? Conclude the activity by explaining the key points.

KEY POINTS

- Learning to make changes, transforming relationships, deciding to do things differently – all these have to do with attitude!
- Doing them might be a little scary. Challenging your mother-in-law or wife or husband may make you fearful. But you have learned that you can do it!
- When you succeed, you will have a sense of achievement. Only then can things change.

ACTIVITY 2: Practicing Assertiveness

A quick role-play about assertiveness.

PURPOSE

- To practice being assertive.
- To identify factors that help or hinder assertiveness.

Mixed Session 4: WORKING TOGETHER FOR CHANGE

PROCESS

1. Set up

Explain that everyone is going to learn to say “no” using their voice, bodies and faces. Ask participants to get into small groups of three to four members. They will each play out different scenarios. Groups will act out each scenario, with each person practicing standing her/his ground and saying “no.”

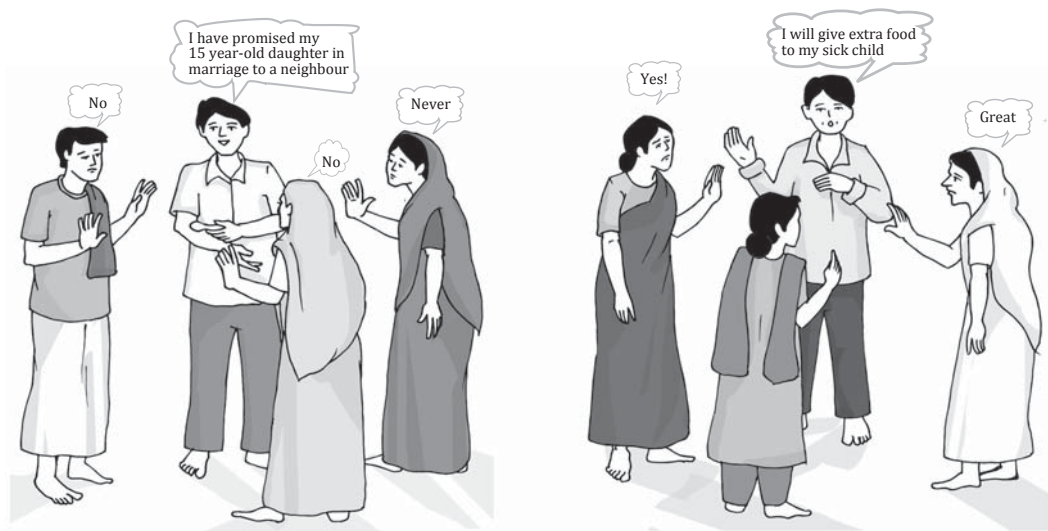
Give an example to illustrate what you mean: A mother-in-law is holding the baby; she wants to feed it rice water. The mother wants to practice exclusive breastfeeding. What will the father do?

Ask groups to act out the scenario, practicing “no” and explaining why they say “no.”

2. Scenarios

Now that the groups have practices, call out another scenario. Give them a few minutes to finish before calling out the next.

- The last time your young child was ill, she lost a lot of weight, and you knew she needed more nutritious foods to eat. But you were too shy to ask your mother-in-law for food because it was considered rude not to wait until it was offered. And you were afraid to ask your husband to buy anything extra, or set aside some of the eggs to eat, because you knew he was saving to buy a new van. So your child stayed hungry and you were worried that she was not going to grow up strong, or would get sick again. Imagine if you had been able to speak up politely and firmly and ask for what you needed. What would you say to your husband and mother-in-law?
- You wanted to plant more vegetables in the field because you thought you could make some money selling them at the market. But you were too shy to ask your husband for permission, because usually he makes the choices about what to plant. And if it didn't do well, the family might blame you. You watched your neighbour take her harvest to the market, sell it, and use the money to build a new latrine. They now use it instead of going to the bushes. Imagine if you had been able to speak up politely and firmly and ask for what you needed. What could you say to your husband?
- Your mother-in-law wants to feed the toddler by hand. The mother wants her to use a spoon. The father takes his mother's side. How will the young mother assert her views?





Mixed Session 4: WORKING TOGETHER FOR CHANGE

3. Group discussion

Review the exercise. Ask participants to describe how they use their bodies and faces to be firm. What happens to their voice?

Ask the group: What can help you to stand up for yourself? How will you support young mothers when they clearly know what they are talking about? Ensure these hints for assertiveness are mentioned:

- Be calm and controlled. Do not shout or whine.
- Seek direct eye contact. Do not look down or away.
- Stand up tall and put your weight on both legs so you are balanced.
- Make your voice loud and clear.

KEY POINTS

- You have to speak up for yourself in order to get what you want. Others have to know where you stand before they can accommodate you.
- Being assertive does not have to be aggressive. You can ask politely for what you want.
- Standing up for yourself does not help you only. It benefits your entire family to know and act on your views and ideas.

ACTIVITY 3: Planting the “Hope Tree”

Course closing activities.

PURPOSE

- To establish clear indicators of learning.
- To identify areas of change and the support needed for further changes.

MATERIALS

- One tree seedling
- Pieces of stone or paper balls
- One basket or a hole in the ground

PROCESS

1. Set up

Ask participants to get into groups of five. Count off to five, or use one criteria to divide the group. Explain that the purpose of this activity is to highlight useful learning and understand how we know that we have learned.

2. Group discussion

Ask the groups: What did you learn during this training? What did you find most useful? What do you think you can apply to your life? What surprised you?

Mixed Session 4: WORKING TOGETHER FOR CHANGE

Allow approximately five minutes for groups to discuss. The process of having group discussions and thinking about the benefits of this course is as important as the list of learning/evidence. Go from group to group and monitor the process. If participants are thinking about new things and are having a good discussion, do not interrupt them, but allow more time.

Have participants reconvene into their large group. Ask each group to share something they learned in turn. Remind people to listen carefully and to not repeat what others have said. They have to add new ideas! Collect examples of what they learned, what they found useful, and what has changed as a result of the learning.

Ask: “How do you know that these changes have occurred? What is the evidence?” Collect their answers.

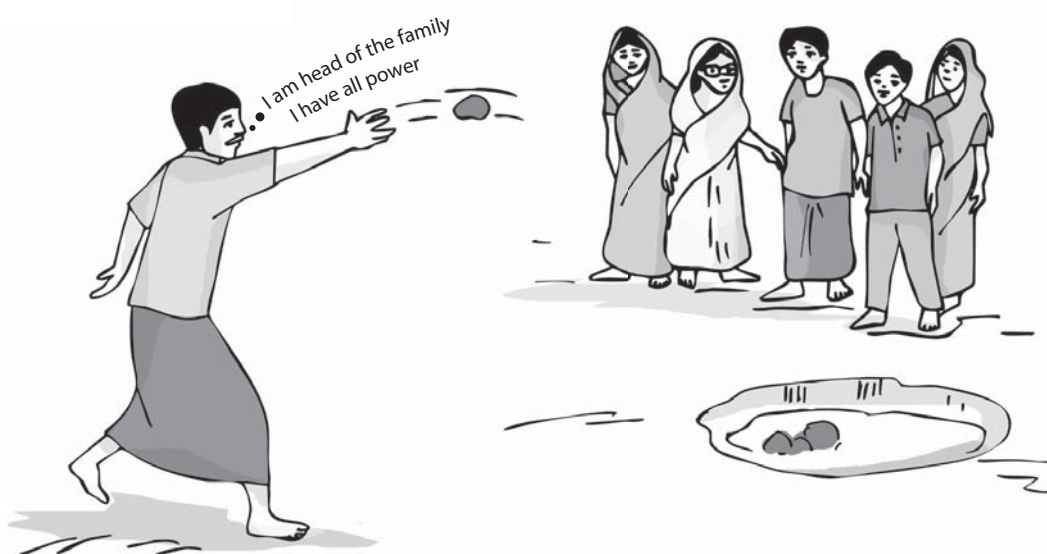
3. Activity

Ask all participants to sit in a circle. Ask them to think about any bad habits and/or negative thinking they had before the training, which they want to change now.

To leave bad habits/negative thinking behind, they will throw pieces of stone or paper balls into a bucket or hole in the ground. Bad habits or negative thinking that they want to get rid of may be things like:

- Feeling like people will laugh at/criticize a man who wants to help his wife with household work.
- Feeling that the wife is bad if she goes outside the home.
- Not including family members’ feedback or opinions in decision making process.
- Feeling like “I am the head of the family; I have all power, I can do what I want.”

Let them think and throw rocks/paper balls for two minutes. Then have them regroup.



Mixed Session 4: WORKING TOGETHER FOR CHANGE

4. Closing

Tell participants that today we will plant a “hope tree.” To save the tree, we will need to work together to take care of it.

When we pass the tree in our daily lives, we will remember the hope we share to make a happy, healthy family. If we practice the good habits we learned in this training at home with our family, then we will improve our health and nutrition. We will achieve our hope of building a happy and prosperous family.

So today we all promise that we will care for the tree so that it grows up all the way, and we will care for our families and communities so they grow in health, happiness and prosperity.

Thank the participants and end the session.



KEY POINTS

- Committing to changing ourselves for the long term is the only way our families and communities will see the full benefits of this training.
- This course is an opportunity to leave behind qualities and characteristics that may be hurting our family and community, and embracing new ones.





GAMES AND ENERGIZERS



GAMES AND ENERGIZERS

Session and Topic	Activity	Duration	Page
Making Groups	1. Going on a Journey	5-10 minutes each	87
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Building Cooperation and Cohesion in a Group	1. Puzzle Pictures (2)	5-10 minutes each	88
	2. Spider's Web		88
	3. Crossing Over		89
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Energizing Games	1. Body Parts	5-10 minutes each	89
	2. Who is the Leader?		89
	3. Mirrors		90
	4. Gentle Rain		90
	5. Don't Do What I'm Doing		90
	6. Hot Potato		90
	7. Shout Sing Whisper		90

Making Groups

NOTE TO FACILITATORS

Use the following mini-games to form semi-random groups for activities. Count how many participants you have before asking them to form groups. Try and make the group size fit the number of participants. For example, if you have twenty participants, make groups of four or five. Ensure that groups accommodate any participants who are left out of the exact number groups.

1. Going on a Journey

Ask participants to walk around freely. Tell them that everyone is going on a journey, and will be getting in vehicles of different sizes. Explain that you will call out a number and participants have to get into groups of that number. Call out a number (e.g., "five!"). Wait for groups to be established. Ask everyone in a group to stand close together as if they were in a vehicle. Describe the road and ask participants to respond. For example, say "The road is bumpy!" (Everyone jumps up and down), or "There is a sharp bend to the left!" (Everyone bends left). Finally say "You have arrived." Everyone again walks freely until you call the next number. Stop the game after about three vehicles, and thank the players.



GAMES AND ENERGIZERS

2. Count Off

Ask all participants to stand in a circle. Decide how many groups you want and ask them to count off. For example, if you want three groups, ask them to count to three. Person 1 says “one!” Person 2 says “two!” Person 3 says “three!” Person 4 says “one!” Person 5 says “two!” and so on.

3. Line-ups

Ask participants to stand in a long line according to some descriptor. For example, from the shortest to the tallest person; from the one who lives closest to the training venue to the one who lives the furthest away; from those whose names begin with an A through to those whose names begin with Z. Divide the line into groups according to the size you need.

4. Cyclone Shelter

Explain there is a cyclone coming and people must quickly get into shelters. However, the shelters are so small that only five people can go inside. Tell people to quickly enter the nearest shelter that still has room. Allocate the remaining participants to groups.

5. Puzzle Pictures (1)

Take several pictures and cut them into the same number of pieces as the number of people you want in a group. Distribute the puzzle pieces randomly to participants. Ask participants to find others who hold a piece of the same picture.

Building Cooperation and Cohesion in a Group

NOTE TO FACILITATORS

Use these mini-games to allow participants to get to know each other, and to get groups used to working together. Many of these can be expanded and tailored into a complete activity if necessary.

1. Puzzle Pictures (2)

Take several pictures and cut them into the same number of pieces as the number of people you want in a group. Choose the pictures you cut up for group formation carefully to fit in with the theme of your activity. Distribute the puzzle pieces randomly to participants. Ask participants to find others who hold a piece of the same picture. Once participants have found all the members of their group ask them to describe and discuss the picture. This is recommended as a useful introduction to any session.

2. Spider's Web

You need a ball of string or wool. Ask all participants to stand or sit in a circle. Hold on to the end of the ball of string and roll or throw the ball across the circle to another participant. Ask them to hold onto the string so it makes a taut line between the two, and then roll or throw the ball to another participant. Continue this process until each participant holds one bit of string and the circle is full of taut lines that



GAMES AND ENERGIZERS

link all the participants. Discuss how the string connects you all. Point out that this web can break if one person let go of the string. Ask participants to describe how this web exercise relates to our real lives. After a while ask all to drop the string. Gather the web lightly and rewind the ball later.

3. Crossing Over

Ask every participant to stand in a circle and identify someone opposite them. When you say “go!” each participant must close their eyes and cross the circle to take the place of the person they identified. It can turn out to be a messy process, but when participants bump into each other, they often laugh. Ask them: “How did it feel walking with your eyes closed?”

4. Tug of War and Peace

Get a long strong rope. Divide participants into two teams and ask them to stand in lines, facing each other, at the opposite ends of the rope. Draw a line across the floor in the middle. When you say “go!” each team must try and pull the other team across the line. Note who the winner is.

Tie the rope into a circle. Hand it to the participants and ask them to sit down in circle, each holding onto the rope. When you say “go!” participants must all pull the rope at the same time while they try to stand up. Discuss what happened. Ask: “What does this illustrate? Who is the winner?” Point out that if we work all together there are no losers, but we can all be winners.

Energizing Games

NOTE TO FACILITATORS

Use these brief games any time the group needs a quick pick-me-up, to re-engage participants if their attention is flagging. Especially good times for energizing games are as the group reconvenes after lunch, and mid-afternoon.

1. Body Parts

Participants stand in a circle. Call out a number and a body part, for example “five elbows!” and ask people to get into groups of five with their five elbows sticking together in the center. Repeat the activity with different body parts and numbers.

2. Who is the Leader?

Ask all participants to sit or stand in a circle. Designate one person as the “guesser.” Have the guesser close their eyes. Touch one person on the head, who is now the leader. The group should know who the leader is, but the guesser should not. The leader begins a repetitive movement (e.g., puts her/his hand on his head) which everyone in the circle quickly imitates. The leader then chooses another movement (e.g., waving her/his arms) and again everyone imitates. The guesser has to work out who the leader is in three guesses. If s/he guesses correctly s/he can chose the next guesser. Point out that it is important



GAMES AND ENERGIZERS

that the players do not look at the leader too obviously, otherwise it is too easy for the guesser! End the game after at least three to four changes in leader and guesser. Ensure different people have a turn at being leader or guesser.

3. Mirrors

Ask participants to find a partner and stand opposite each other. Explain that one partner will be a person in front of a mirror, the other will be the mirror image. When the person moves, the mirror image has to make the same movement, as a reflection. Slow movements are easier to follow. Start the game. After a while, ask partners to swap over, so the person in front of the mirror becomes the reflection, and vice versa. Thank players and review what happened.

Variation: Give participants a theme that helps them think of movements, for example: brushing teeth, getting dressed, or preparing a meal.

4. Gentle Rain

Ask all participants to follow what you do. Tap the palm of one hand with one finger of the other hand; then two fingers, then three, then four, and finally the whole hand. Then tap back again (four, three, two, one).

5. Don't Do What I'm Doing

Ask participants to make a big circle. Explain that participants must do what they hear, not what they see. For example, clap your hands, but say the word "whistle!" Participants should whistle, not clap their hands! Flap your arms like a bird, but say "laugh loudly!" Participants should laugh loudly, not flap their arms. Start the game. Try to do fast and with a sense of fun.

6. Hot Potato

Participants stand or sit in a circle. Explain that you will begin to pass an object (e.g., a rolled up sock or a knotted piece of cloth) to the person next to you. S/he will pass it on to the next person as fast as they can. When you shout "hot potato!" the person holding the object quickly throws it to someone across the room, who tries to catch it and begins to pass it along again. The more often you shout "hot potato," the more excited and alert participants will have to be.

Play until all are alert.

7. Shout Sing Whisper

All participants stand in a circle. Explain that you will shout out someone's name as you cross the circle to stand at their position. S/he has to shout someone else's name and move to their place. Continue this for a while. In the second round have participants sing the names. In the third round have participants whisper the names.



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