

PROGRAMME RA

برنامج

THE
Womanity
FOUNDATION

PROMUNDO

أبعاد
about

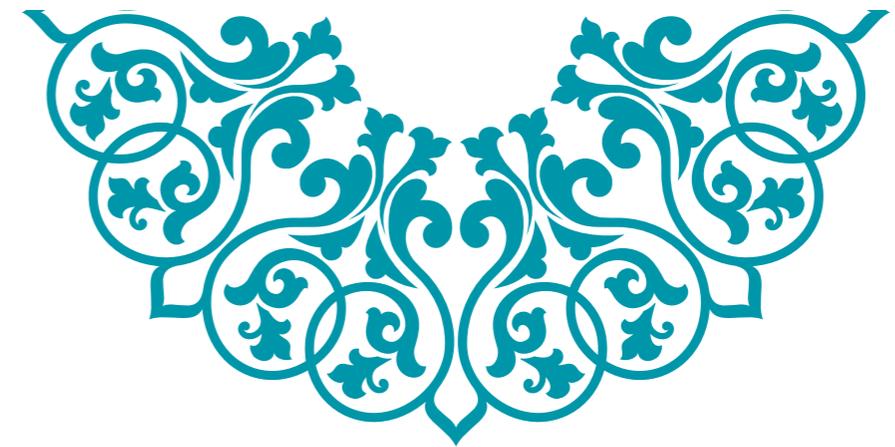


أبجد
abjad

مركز الموارد للمساواة بين الجنسين
resource center for gender equality

CONTENT:

Workshop 1: What is Gender?	16
Workshop 2: Act Like a Man, Act Like a Woman	21
Workshop 3: Expressing Emotions	24
Workshop 4: Sexually Attractive or Exciting Bodies	28
Workshop 5: I want to, I don't want to, I want to...	32
Workshop 6: What are drugs?	37
Workshop 7: Taking the Decision to Use Drugs	43
Workshop 8: Labelling	47
Workshop 9: What Is Violence?	50
Workshop 10: What do I do When I Feel Angry?	58
Workshop 11: From Violence to Respect in Intimate Relations	62
Workshop 12: Dating Scenarios	66





ACKNOWLEDGEMENTS

ABAAD gladly shares with you the Lebanon-contextualised version of the “Programme H” Manual. This manual prepared by our colleagues at Promundo- a non-governmental organisation in Brazil- is considered a revolutionary approach in explaining gender and masculinities to young men. It provides easy communication methods to young men in regards to various gender related issues using age-appropriate entertaining and interactive activities. To maximise its impact, the manual was amended to fit the context of different countries around the world. ABAAD adapted the manual and contextualised it in alignment with the Lebanese context in this first edition, hoping to trigger the discussion about gender with young men living in Lebanon (including host communities and refugee communities).

We extend our gratitude to Womanity Foundation for their support on this project. Without their collaboration, this manual- and the opportunities it'll create- wouldn't have been possible in Lebanon. We thank our partner, Promundo, for their guidance, expertise and direct operational support throughout the process. We thank our colleagues in the Balkans and Brazil for their time and passionate efforts dedicated to share their knowledge and best practices in relation to this manual through exchanged field visitations.

Last but not least, the production of this manual wouldn't have been possible without the valuable commitment of the experts, trainers, and members of the MenEngage network in Lebanon and the Lebanese young men who volunteered in testing the manual and providing their feedback, which shaped the manual and contributed to its success.



About ABAAD

ABAAD, founded in 2011, is a Lebanon-based non-profit, non-politically affiliated, non-religious civil association that aims to promote sustainable social and economic development in the MENA region through equality, protection, direct service provision, and empowerment of refugee and host community groups who may be vulnerable, especially women.

ABAAD comprises of a dynamic pool of women and men human rights activists, lawyers, consultants, social workers, and researchers all of whom are dedicated towards achieving gender equality and women's empowerment through creating different types of resources and working on the ground.

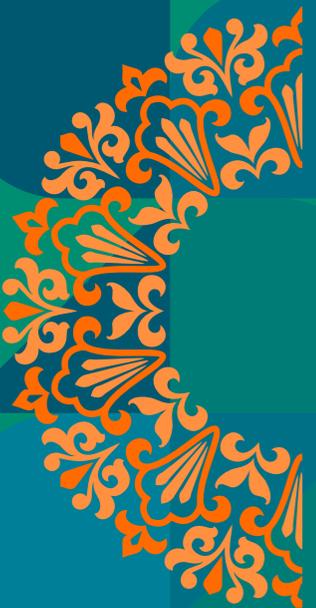
ABAAD is an equal opportunity employment organisation that is committed to Protection from Sexual Exploitation and Abuse (PSEA).



About Promundo

Promundo is a global leader in promoting gender justice and preventing violence by engaging men and boys in partnership with women and girls. Promundo believes that with men and boys to transform harmful gender norms and unequal power dynamics is a critical part of the solution to achieve gender equality.

For the empowerment of women and girls to continue advancing, men and boys must see themselves as allies in the process. Men and boys also benefit when harmful norms are challenged. Promundo's research, programmes, and advocacy efforts show that promoting healthy masculinity (or positive notions of "what it means to be a man") and femininity (or "what is means to be a woman") leads to improvements in men's own lives, and in the lives of women and girls.



METHODOLOGY OF REVISION AND ADAPTATION OF PROGRAMME H TO THE NATIONAL LOCAL CONTEXT

1. Desk Review by a Committee of Local Experts

ABAAD contacted several experts in the field of gender and gender equality to set the review mechanisms in which the manual will be contextualised at, particularly the ones who work with youth and masculinities, for a primary revision. The purpose of the desk revision is to:

- choosing the sections that require contextualising
- recommendations based on their expertise and understanding of the Lebanese context particularly with young men from host and refugee communities.

Following the committee's revision and input, ABAAD compiled the recommendations and recruited a translator to work on the 12 workshops chosen with the aforementioned suggestions incorporated.

2. Revision and Testing with a Group of Trainers

Between the 26th and 29th of January 2016, ABAAD conducted a workshop for Programme H for the trainers working on field-level with young men. The main goal of the training is to scrutinise each exercise in the manual in alignment with the recommendations set by the committee of experts and ABAAD.

After every activity, an additional discussion conducted with the trainers to collect their feedback, focusing on:

- Challenges and obstacles on field level
- The added value of each activity
- The amendments and additions that need incorporation in the manual
- The trainers' notes on the workshops
- Any changes that need to be taken into consideration by the trainer given the setting of implementation (in school, the communities' tolerance towards certain subjects, etc....) and the participants' age group.

3. Revision and Testing with a Group of Young Men

Between the 25th and 28th of April 2016, ABAAD organised a training with young men living in Lebanon as a final stage of testing Programme H, and tailored to the Lebanon context. Similar to the process underwent with the trainers previously, the training consisted of a revision for each of the activities in the manual maintaining the original recommendations of the trainers and the committee as a baseline.

Several group discussions were conducted with the young men following each activity to collect their feedback and input. Some of the opinions and feedback expressed were as following:

- a. Did they feel that any activity was beneficial for them on a personal level?
- b. Did they gain any new information and knowledge about the subject of the activity?
- c. What was their emotional state and impression during the activity?
- d. How comfortable were they with the subject?
- e. Was participating in the discussion easy among other issues?

Their feedback was taken into consideration to implement the necessary amendments on the contextualised version of the manual.

THE RESULT WAS THE FINAL VERSION OF PROGRAMME H MANUAL FITTING THE LEBANESE CONTEXT, WHICH WAS FIELD-TESTED WITH EXPERTS, TRAINERS, AND YOUNG MEN LIVING IN LEBANON.

Why Do We Work with Young Men?

Throughout the years, there were a lot of presumptions on the well-being of young men and boys, mainly that they are in good health and that their needs are less than their female counterparts. In other times, there were assumptions that they're aggressive and indifferent to their well-being. They were labelled as violent- against each other or against women- without understanding their upbringing and how they're encouraged to be violent.

New studies and recommendations call for a deeper understanding on how young men are raised and what they need in terms of healthy development, and the means in which their guardians and others in their surrounding can help them progress. In the past 20 years, many initiatives worked on empowering women and resolving the inequality among the sexes, yet many stakeholders and women rights activists realised that the well being and comfort of women- adult or young- requires also the engagement of men and boys too.

The International Conference for Populations and Development in 1994, and the International Conference on Women in Beijing in 1995, provided a baseline to engage men in the efforts to improve the status of women and young girls. For instance, the plan of action set by the International Conference for Populations and Development recommends "encouraging equality among the sexes in all aspects of life including family and society, and encouraging men to be responsible for their behaviour in regards to sexual and reproductive health and their roles in the family and society".

In 1998, the World Health Organisation decided to have a special focus on the needs of teenage boys stating that they are generally subjected to negligence when developing teenage health programmes. Additionally, UNAIDS dedicated the campaign to fight the Human Immunodeficiency Virus (HIV)/AIDS in 2000-2001 for men and young men in the framework that men's behaviour puts them and their partners at risk, and that men should be engaged in a well-thought approach to support the prevention of HIV transmission, as well as supporting the people living with HIV.

The past few years witnessed a growth in the burdens borne by young and adult men due to the traditional aspects of their masculinities and gender roles in comparison to women, particularly their lack of engagement in their children's lives; an increase in the mortality rate among men caused by traffic accidents and suicide; and an increased level of addiction and dependency on alcohol and other substances. Moreover, young and adult men have various health needs that require the adoption of gender-specific perspective to achieve them. Yet what does it mean to implement such a perspective whilst working with young and adult men? Gender, in comparison to sex, signifies the ways in which we were brought up; how we behave, work, and dress as men and women. It's the method that enforces the roles, forming a stereotyped pattern that is accepted and subsequently taught to others.

Most of the behaviours of men and boys are attributable to their upbringing; whether through negotiations with their partners about using condoms, for being caregivers to the children, or when on exercising violence against their partners. Sometimes, a presumption that such behaviours by men and boy are "normal" because "it's their nature to act as such".

Yet violent young men and the increase in substance abuse and suicide rates, as well as the degrading behaviour towards their partners, stem mainly from the adopted upbringing methods of boys and girls among their families and community.

It's not easy to change the upbringing methods of boys yet it's crucial to change the negative traditional aspects of masculinity. Most cultures encourage boys to be violent and competitive; the key factors to become the provider and the protector, while girls are taught to accept the male-dominance. Sometimes, boys are brought up to commit to their culture's strict concepts of "honour" that drives them even further into violence in order to prove their masculinity and that they're "real men".

Boys that express interest in caregiving for their younger siblings cooking, or other house chores, and boys who have friendly relations with girls, boys who express their feelings or never had sexual relations before, are subjected to bullying and mockery from their families and peers, often described as "sissies". In most cases,

boys are brought up to be independent to a reckless extent in which they stop caring for their wellbeing, thus, never seek help when they're exhausted. The ability to express their concerns and request support is key to reducing substance abuse and unprotected sexual encounters which also partially explains why boys tend towards violence more than girls.

Research shows that the upbringing methods of boys has direct impact on their health. A national survey conducted in the USA with male teenagers between 15 and 19 years old as subjects, found that young men with traditional opinions on sexism and masculinity, are mostly the same ones that abuse substances, use violence, and unprotected sex, while their teenage peers who don't abuse substances, violence and unprotected sex have a more flexible understanding of what a "real man" is.

Therefore, working with young and adult men from a gender-perspective comes down to 2 main points:

- a. Gender Roles: engaging boys in discussions and think-tanks about the absence of gender equality, and arguing the roles enforced exclusively on women like child-care, house chores, and sexual/reproductive health.
- b. Equality and Equity among sexes: exploring the various needs of boys in regards to their health and development as affected by their upbringing. This means, for example, the engagement of boys in discussions about substance abuse and risky behaviours, as well as helping them understand the deeper reasons why they feel compelled to act or behave in a certain way.

This manual attempts to combine these 2 perspectives.

What are the Guiding Principles of Engaging Men?

- Even though men are not considered violence or ruthless by nature, yet the majority of them do not recognize that they are privileged in their society by being males. One of the privileges men have is the encouragement to exercise violence against women and girls with no consequences.
- Many cultures encourage inequality between the genders, mainly by raising boys on patriarchy and comparisons (male vs female; the powerful vs. the weak) that shape their gender roles.

- Engaging men has them to change in themselves, and subsequently contribute society as whole. Providing men with the knowledge and tools needed to change helps them change their negative methods, allowing them to move from a traditional perspective on dominant and harmful gender roles to choose better behaviours that promote personal and societal harmony.
- Human rights and gender equality are not theoretical concepts. They provide applicable frameworks that supports men and women to choose better behaviours entailing great fairness and satisfaction.
- This transformation process should be based on self-recognition in which the men, at their own pace, don't feel subjected to prejudgement, thus able to change. Most of the men who participated in the session shared a common upbringing- a patriarchal one- in which they didn't feel the necessity to question their behaviours. Most probably they will feel that the subjects of the session are difficult and full of challenges, and may feel a sense of blame once they state that their upbringing is a major contributor to their violent behaviour.
- Men and women are raised in a patriarchal setting under the father's authority. They will not feel compelled to change that system until they realise that its values are problematic. Then, when the need to change a system that promotes violence becomes necessary, they will face resistance by others, both men and women equally. The process requires the engagement of men for a durable transformation on gender, decrease the time required for the transformation, and increasing the resources. The patriarchal system stretched over many eras, which means a lot of effort, resources and time is required to change individuals. The training session is invaluable yet a sole tool to undergo the transformation.
- The "proper" or "correct" manifestations of masculinity and their meanings may differ from one culture to another. The trainers and humanitarian program developers should exercise an additional effort to contextualise the training sessions, taking into consideration, for example, the setting and the hosting environment. While it's important to take into consideration the cultural and environmental settings of the training session and its participants, yet it should not be over the expense of compromising the main messages that the session wants to deliver.

What are the Skills and Qualifications of the Facilitators?

- a. The facilitator should have experience in social and/or psycho-social work (academic and/or specialist). More importantly, the facilitator should have a deep understanding and knowledge of gender equality, gender roles, and gender based violence as well as the cultural indicators of these subjects in Lebanon.
- b. Comprehensive communication with communities for behavioural change: Despite focusing on engaging men and boys, yet women and girls should be supported in understanding the positives of gender equality. Trainers should have good facilitation skills to deal with resistance, conflict-resolution, and intense reactions (which is the reason why comprehensive communication with communities for behavioural change is recommended)

The key messages cannot be delivered without a deep knowledge on these subjects, or even the most vital of messages can miss their mark and even harm the participants and their families. It's worth noting that gender based violence affects society as a whole, thus it's important to learn the concept and modern terms so the efforts for transformation are fruitful and "harmless".

Choosing the Right Facilitators

Ideally, 2 facilitators will be conducting the session to provide support to each other, mitigate and resolve conflicts if the needed arises, and monitor any unusual indicators that needs to be taken into consideration during evaluation. The participants who show their interest, engagement and knowledge are more have a higher sense of responsibility on these subjects more like to become effective leaders in the transformation process.



WORKSHOP 1: WHAT IS GENDER?

Goal: Understanding the difference between sex and gender, and thinking about the ways men and women are expected to behave.

Required Equipment: Flipchart (board) and marker

Timeframe: 1 hour

Planning Notes: When discussing the terms to define “man” and “woman”, it’s important to note the same terminology used by the participants. If you realised that some of the participants are shy to use some words, initiate by making some suggestions yourself. It would also be wise to go through the issues of using derogatory terms some participants might use to express their thoughts.

Process:

- a. Draw 2 columns on the board. In the first one, write “Man” and second write “Woman”.
- b. As the participants to list words/characteristics which relate to “Man”, and write their answers on the board immediately. Some of the answers might be positive or negative. Help the participants to name and take into consideration the social and physiological characteristics of the “Man”.
- c. Repeat these steps under the “Woman” column.
- d. Go through the answers of the participants in each column.
- e. Switch the titles of the columns: “Man” becomes “Woman” and vice-versa. Ask the participants if the answers under “Man” still apply to “Woman”, and vice-versa.
- f. Use the questions below to facilitate the discussion regarding what characteristics the participants think don’t apply for both men and women equally, and why. Explain that biological/physiological differences are “Sex” characteristics, and the social ones are “Gender” characteristics.

Optional Step:

To help you highlight the differences between sex and gender, you may wish to collect photos of men and women and present them to the participants about sexual (sex) and gender (social) characteristics of each.

The photos may include: woman washing dishes (gender); woman breastfeeding (sex); man fixing a car or fishing (gender). Ask the participants if the photo signifies gender or sex, and to justify their answers.



Questions for Discussion:

1. What does it mean to be a man?
2. What does it mean to be a woman?
3. Do you think that men and women are raised the same way?
4. What are the roles of the men in intimate relations? What are the roles of the women?

5. How do men express their feelings? Is it different from how women express their feelings? Why do you think there is a difference?
6. How do men express their sexuality? Is different from how women express their sexuality? Why do you think there is a difference?
7. What are the roles of the men during the reproductive process? Is it different from the roles of the women? How?
8. Is our perception on the roles of men and women affected by what family members and friends think it should be? How?
9. Do media affect gender roles? If yes, in what ways? How do media present women? How do they present men?
10. How do the differences or inequality between men and women affect our daily lives?
11. How do these differences affect our relationships with our partner and family?
12. How can you, in your personal life, challenge some of the different behaviours that are anticipated from men? How can you challenge some of the different behaviours that are anticipated from women?

Conclusion:

Throughout our lives, we receive messages from family, friends, and media about how we are expected to behave as men, and how to treatment other women and other men. Despite that there are some differences between men and women, yet it's important to know that these differences stem from society alone, and not related to any biological or natural factors. These differences can affect our lives on a daily basis of men and women and their relationships. For instance, the man is expected to always be strong and dominant in his relations with others, including his partner. Parallel to that, the woman is expected to be submissive to the man's authority.

There are a lot of negative consequences for these gendered harsh stereotypes as we will see in the sessions. As you are more aware of how some stereotypes negatively influence men and women, you will constructively think about the ways to challenge these stereotypes and and promote for better gender-positive-relations in your lives and community.

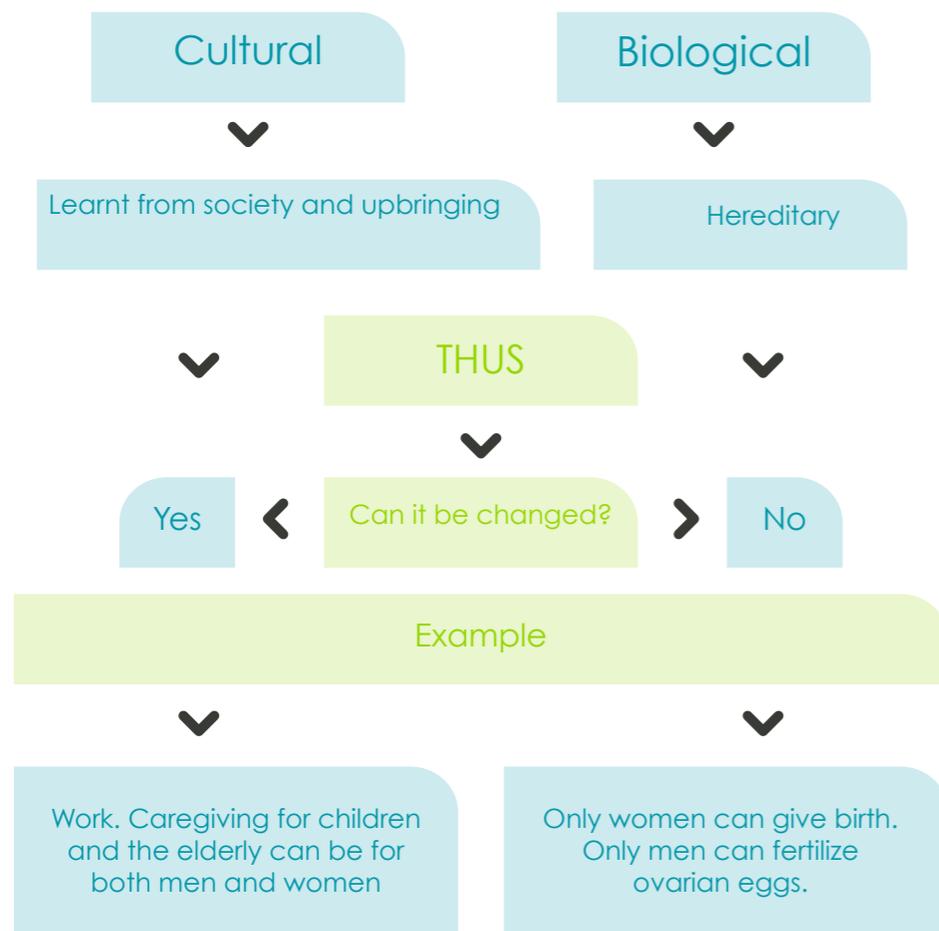
Resources

Sex: refers to sexual-biological characteristics that determines if a person is a male or female.

Sexuality refers to the expression of feelings, thoughts, and behaviours as men and women. It includes our feelings of attraction and falling in love, and our behaviour during sexual relations.

Gender: refers to the social differences between men and women, the inequality between them (like the way we dress and behave). We learn these behaviours and expectations from our family, friends, religious institutions, cultural institutions, school, work, and media.

The below graph shows examples of sexual and gender characteristics of men and women:



WORKSHOP 2: ACT LIKE A MAN, ACT LIKE A WOMAN



Goal: Understanding the impact of gender roles on the lives of men and women

Require Equipment: Flipchart (board) and Marker

Timeframe: 1 hour

Planning Notes:

- a. Ask the participants if someone before told them that they're (acting like a man). Ask them to tell the other participants about what happened when someone told them this or something similar. After the participant states his/her story, ask: why do you think this person told you so? What did you feel after? Tell the participants: we will go deeper into these 2 questions. This will allow us to know how society makes it difficult to be male or female.
- b. Write on the board with big letters the phrase "act like a man, and ask the participants state what this sentence means to them. These are society's expectations of what a man should be like and how he should behave; how they should feel and react. Draw a box (square) and write inside it the participants' answers. Some of the possible answers would be "be strong" and "don't cry".
- c. Write on the board in big letters the phrase "act like a woman". Ask the participants to state this phrase means to them. These are society's expectations of what a woman should be and behave, and how they reacted and felt. Draw a box (square) and write inside it the participants' suggestions. Some of possible answers: "be a housewife" and "don't be too aggressive"
- d. After the participants are done with their suggestions, start the discussion using the questions listed below.

Questions for Discussion:

- Which of these questions can be more harmful? Why? (the facilitator must tick or mark each message as they're going through them, one at a time)
- How does living and abiding by what's written in the box affect the wellbeing of men? How does it affect the wellbeing of women?
- How does living and abiding by what's written in the box limits and influences a man's life and relationships? How does what's written in the box influence and limit a woman's life?
- What happens to men who do not abide by gender roles? (i.e. living outside what is written in the box)? What happens to women who do not abide by gender roles? What do people say about them? How are they treated?
- What do you think is necessary to ease the life of men and women outside what is written in the box? How do we contribute to that?
- Optional step: divide the participants into small groups and ask them to act out a short scene (a minute or two) in which a person tells another "act like a man" and "act like a woman/respectful lady".

Conclusion:

The aim of this activity is to help clarify how society places different rules on how men and women are expected to behave. These rules are known as "gender roles" because they dictate what is "normal" for a man to think, feel and behave, and what is "normal" for a woman. In many cases, these roles- as we will discuss in the coming activities- might enforce additional limitations on men and women to maintain themselves inside the boxes of "act like a man" and "act like a woman", in addition to the consequences related to decision-making and private relations.



WORKSHOP 3: EXPRESSING EMOTIONS

Goal: Identifying the difficulties young men face to express their emotions and the consequences of these expressions on their relations.

Required Equipment: Flipchart (board), markers, post-it notes, resource paper.

Timeframe: 1 hour

Planning Notes: Before the session starts, it's important for the facilitator to revise this activity on his/her own and think of the ways he/she express their own feelings. It's important to identify local psychological counselling centres or specialists that young men can be referred to.

Process:

1. Draw 5 columns and write the title of each one; that expresses an emotion: "Fear, Compassion, Sadness, Happiness, Anger". Refer to the resources paper for examples on the order of the words).
2. Explain to the participants that these emotions that we will discuss in this activity, and they'll have to think about how difficult or easy it is for young men to express these emotions.
3. Some of the participants might suggest other different emotions that general relate to the aforementioned ones here, such as "Hate" which goes under Anger. In one session, a young man suggested "Indifference" as an emotion. Throughout the session and working together, he discovered that the 2 actual emotions that led him to indifference were fear and sadness. Shyness, Guilt, and Violence may be suggested as emotions by the participants. Explore with the participants what exists behind these emotions and to think about the consequences of these emotions.
4. Give each participant a post-it note, and ask them to write the emotions on the board, in an order of which emotion they feel is the easiest to express (number 1) to the most difficult to express (number 5).
5. After the participants complete ordering their emotions from the easiest to express from the most difficult to express, collect the papers and score the finding in the columns as shown below.
6. Discuss with the similarities and difference among the participants' answers. Explain that the emotions we marked as 1 or 2 are the ones that we learnt to over-express. Numbers 4 and 5 are the emotions we learnt to contain and not express as much, even hiding it sometimes. Number 3 may signify that the emotion that we do not express nor contain, yet we deal with it on a daily basis.
7. Use the questions below to facilitate the discussion

Questions for Discussion

- Did you discover new things about yourself in this activity?
- Why do people express some emotions and contain other ones? How do they learn to do this? What are the consequences of over expressing or containing emotions for long?
- Are there similarities between how men express their emotions?
- Is there a difference between how men and women express themselves? What are these differences?
- Do you think men express their emotions easier than women? Why?
- Why do men and women express their emotions differently? How do friends, family, society, and media influence the way men and women express themselves?
- How does the way we express emotions affect our relations with others (partner, family, friends, etc....)?
- Is it easy to express emotions to friends and family? Your partner?
- Why are emotions important? Give examples if necessary: fear could help in dangerous situations. Anger could help in defending ourselves. Ask participants to provide examples.
- In your opinion, how do you think you can better express your emotions in a way that promotes your wellbeing? (Partner, family, friends, etc....)
- What can you do to express your feelings more openly? How can you be more flexible in expressing what you're feeling?

Memo:

It may be important to collectively present ideas about the different strategies to deal with emotions, and encourage each participants to note what they personally think, and then share their thoughts in a smaller group in case they wanted to.

Conclusion:

Emotions can be considered a form of energy that allows you to realise what is bothering you and what is oppressing you. Different emotions are a reflection of different needs, and it's best to learn how to handle one's emotions in our daily lives. The ability to express emotions without causing harm to others can make you a stronger person and helps you deal better with the world around us. The

ways in which we express our emotions different from one person to another, yet some conflicts may arise, specially when it comes to raising boys. For example, it's common for men to hide their fear and sadness even towards their children. It's common to express these emotions through anger and violence. Even though you are not responsible for what you feel, yet you are responsible for how you handle this emotion. It's important to differentiate between "emotion" and "behaviour", aiming to reach the ability of expressing emotions without causing harm to ourselves and to others.

Linkages:

It is useful to link this exercise with the "From Violence to Peace" activity where men can use drama to train on non-violent alternatives to manage their anger and conflicts.

Resource Paper:

The following table represents the columns related to emotions and the answers of the participants. Through this discussion, the facilitator should help the participants identify the similarities and differences in ordering their emotions. For example, the table below shows a number of participants that find it easy to express anger, and an equal number that finds it difficult to express anger. This can help in moving the discussion forward regarding these differences and if the young men find expressing anger as something easy or difficult. The sample studied showed that most participants find it difficult to express fear. What is mostly expected from men is to be brave and tough, thus it's important to use example as a baseline for the discussion around social and gender-relations.

	Fear	Empathy	Sadness	Happiness	Anger
Participant #1	5	4	3	2	1
Participant #2	2	3	4	1	5
Participant #3	4	1	3	2	5
Participant #4	4	3	5	2	1
Participant #5	5	1	3	2	4

Finally, it's worth noting that the collection and ordering of emotions should be anonymous, thus the participant not stating their name or what column they belong to. The facilitator can assign numbers for each participant as a reference to them on the table.



WORKSHOP 4: SEXUALLY ATTRACTIVE OR EXCITING BODIES

Goal: Thinking about the livelihoods of men and women and their sex life, sexual desires, the messages they receive from society about their sexuality.

Required Equipment: Magazines, newspapers, flipchart papers, scissors, and glue.

Timeframe: 1 hour

Planning Notes:

It's important to conduct this activity with the highest level of openness and simplicity. It's okay for the participants to joke and laugh about the subjects. Laughter is one of the ways that some men may use as a defence mechanism for uncomfortable situations or where they are slightly embarrassed.

Process:

1. Distribute the papers to participants and place some magazines, glue and scissors in the middle of the room.
2. Explain the aim of the exercise, and ask each participant to cut photos or words from the magazine and prepare a collage (poster) about what the things that makes a man feel sexual desires.
3. Give the participants 10 minutes to scan the magazines and newspapers, and then do their poster.
4. Distribute another paper to the participants and ask them to do cut photos or words from the magazines that makes a women feel sexual desires.
5. Give the participants 10 minutes to do the second poster
6. Ask the participants to present their work and discuss it.
7. Use the questions below to facilitate the discussion.

Memo:

This manual is designed for use with young men alone.

Questions for Discussion:

1. How were sexual desires for men described in the posters?
2. How were sexual desires for women described in the posters?
3. What is common between these posters?
4. What is the difference between these posters? How do these differences contribute to the ways men and women raise children?

5. What is sexual desire? How do men and women feel sexual desire? Is there a difference? Do all men feel sexual desires in the same manner? Do all women experience sexual desires in the same way?
6. How do we know if a man is sexually excited? What about women?
7. How does a man reach orgasm? What excites a woman sexually?
8. Do men and women climax the same way? What are the differences?
9. What is an orgasm? What happens with men during an orgasm? What happens to women? (refer to resources paper).
10. How do sexual desires affect the decisions and behaviours related to the protection from sexually transmitted infections and HIV/AIDS?
11. Did you learn anything from this exercise? What are the ways that you can apply this in your daily life?

The facilitator should take into consideration the participants' social background, and be aware of their cultural sensitivities. To assure adequate and comfortable engagement of the participants, the facilitator should use the questions below selectively based on his/her personal judgement and depending on the context, setting, and how flexible the group is. If the facilitator is not certain about the context, it's advisable to seek assistance from an ally.

Conclusion:

Both men and women have sexual desires, and both are capable of achieving climax. This excitement constitutes of biological, psychological and social factors. Every part of the human body can cause sexual excitement upon touch, yet generally each person has some parts of their bodies more sexually sensitive than others. It differs from one person to another, thus, you will not know what excites your partner unless you discuss it with him/her and try.

Resource Paper: Human Sexual Desires.

Human sexual desires pass through 4 stages: desire, excitement, orgasm, relaxation. The desire is when a person feels they want to have sexual intercourse. It occurs through an interaction in the brain with a sexually exciting motive. Any part of the human body can cause sexual excitement and pleasure upon touch, yet generally some parts of the human body can be more sensitive and receptive of sexual foreplay than other parts. These areas are known as

Erotic spots (breasts, rectum, vagina, clitoris, penis, mouth, ear, neck, and others).

§ What is sexually exciting in one culture can be unattractive in other cultures or environments. For example, a specific standard of beauty might be attractive in one region, but not so much in another one. Sexual excitement relies on psycho-social factors that are highly interlinked. For example, anxiety, depression, fear, neglect, all affect and reduce sexual desires. On another hand, when a person feels relaxed and safe, he/she can feel more sexual excitement and desires.

Sexual excitement can be an involuntary reaction and outside of the person's control. Every man felt embarrassed when having an erection in the wrong place and time. We know that when a man is sexually excited, the penis becomes erect and the testicles are firmer. We know that when a woman is sexually excited, the vagina becomes moister and this clitoris becomes swollen and firm. From a physiological aspect, the excitement is caused by the flow of blood to the organs (penis, vagina, breasts...) and from the muscular pressure that affects the entire body during sexual intercourse. During this phase, the respiratory process accelerates as well as the heart beats. It's important to know that foreplay is vital at this stage. For some men, all that is needed to achieve erection is an erotic image, while for women it's a build-up process that requires more time and foreplay.

The orgasm is the phase where sexual excitement climaxes. It's hard to describe it objectively because the sensation differs from one person to another. Yet most people feel a massive nervous pressure across their bodies and then suddenly feel relaxed accompanied by an enormous sensations of pleasure. But not all orgasms are the same. Since orgasms rely on sexual excitement, they differ in sensation and excitement from one time to another. Ejaculation through the penis occurs for men during orgasm.

Relaxation is the stage in which the man's muscles loosen and he needs some time to be sexually excited again. This period lasts between 20 to 30 minutes usually for young men, and for adults specially ones over 50 years, it may require more time. Women do not need this period of time which explains while women experience multiple orgasms.

WORKSHOP 5: I WANT TO, I DON'T WANT TO, I WANT TO...

Goal: Discussing the challenges faced during negotiations about having sex or abstaining.

Required Equipment: Flipchart (board), markers, and the resource paper

Timeframe: 2 hours

Planning Notes:

During this exercise, some young men may be asked to play women roles. This exercise may not be easy for some men to act out, and should be presented as optional. The alternative would be engaging the young men in a discussion rather than drama. In cases where a scenario is going to be played out, laughter is expected. We should understand that laughter is a result of embarrassment or discomfort sometimes, which they may experience when they play a women-role or watching 2 other men act out the scenario. We should be flexible when dealing with these kinds of responses, and at the right time, we should remind the young men about the previous discussion of “what is sex and what is gender”, encouraging them to think in ways to interact with and respond to a man acting like a woman or other traditional feminine behaviour.

Process:

1. Divide the participants into 4 groups and designate a subject from the following table to each of the groups. Groups R1 and R2 will play the men's roles, and N1 and N2 will play the women's roles.

Group	Topic
R1	Why men want to have sexual intercourse in intimate relationships?
R2	Why men do not want to have sexual intercourse in intimate relationships?
N1	Why women want to have sexual intercourse in intimate relationships?
N2	Why women do not want to have sexual intercourse in intimate relationships?

2. Explain to the participants that each group (represented by 1 person) will come together and discuss and the findings. Each group has 5 to 10 minutes to prepare for the discussion.
3. Primary Negotiations:
Groups R1 (men who want to have sex) and N2 (women who don't want to have sex) start their discussion together. Ask the participants/groups to imagine the scenarios in which a man wants to have sex and a woman doesn't.
4. Secondary Negotiations:
Groups R2 (men who don't want to have sex) and N1 (women who do want to have sex) start their discussion. After playing their roles, ask them about their feelings and what they learnt from the exercise.
5. In both cases, the facilitator should write on the flipchart the excuses that fit into the 2 categories: wanting to have sex, and not wanting to have sex.
6. Open the discussion for the wider group/all participants to discuss.

Questions for Discussion:

1. What are the similarities in these negotiations, and what happens in real life?
2. What makes negotiations with the partner easier in cases one doesn't want to have sex? What makes it more difficult?
3. What happens when the negotiations happen during the excitement phase and not before it? Does this make the negotiations easier or more difficult?
4. What are the reasons that push a young woman to have sexual desires? And the reasons that makes her have less sexual desires? (refer to resource paper)
5. What are the reasons that push a young man to have sexual desires? And the reasons that push him to have less sexual desires? (refer to resource paper)
6. What is a man's reaction when a woman initiates sexual intercourse?
7. Can a man decline sex sometimes? Why? (If the answer was positive or negative)
8. Can a woman decline sex sometimes? (Why yes or why not?)
9. Is it fair to push someone to have sex when they don't want to? Why yes or why not?
10. How can young men and women deal with peer-pressure and their partners when it comes to sexual relations?
11. What are the things you learned from this exercise? What are the methods to apply what we learnt in our relationships?

Conclusion:

Many factors contribute towards the decision to have sex, or abstain from it. Some women may fear losing their partners or feeling worthless when/if they decline sex. As for men, sexual intercourse maybe be motivated by peer or the community's pressure to prove their manhood. Additionally, communication, feelings, self-respect and unequal power structures in a relationship play a major role in determining whether a couple engages in sexual intercourse or abstains from it. It's important to understand how these factors attribute to sexual desires and decisions related to you and your partner. Negotiation does not mean that there has to be a winner in that discussion, but rather to find a medium in which you and your partner are both comfortable.

Linkages

The negotiations about sexual relations can be related to unequal power structures in the relationship that's present on most relations between men and women, promoting a negative, decisive and aggressive ways that young men use to communicate their desires.

Resource Paper

The reasons that push young men and women to have sex are:

1. Limiting peer and partner pressure
2. Expressing love in the relationship
3. Avoiding loneliness
4. Proving one's masculinity/femininity
5. Seeking affection from another human
6. Seeking pleasure
7. The impression that everybody has sex
8. Show independency from the family or other adults
9. Clinging to the partner
10. Not knowing how to say "NO"
11. Proving that I'm an adult/mature
12. Desire to pregnancy and having children
13. Curiosity

14. The person has nothing else to do
15. Sex in exchange of gifts or money
16. Media representing sex as something fantastic

The reasons that push young men and women to abstain from sex:

1. Commitment to religious and cultural/family values
2. Unwanted pregnancy
3. Avoiding contracting sexually transmitted diseases (STDs)
4. Avoiding a bad reputation
5. Avoiding guilt
6. Fear from sex being painful
7. Waiting for the right partner
8. Not feeling ready
9. Awaiting marriage
10. Not disappointing the family's hopes and expectations



WORKSHOP 6: WHAT ARE DRUGS?

Goal: Discussing the different kinds of drugs, society's opinion towards drugs and using them, particularly among young people.

Required Equipment: 4 Flipchart sheets, tape, and markers.

Timeframe: 2 hours

Planning Notes: It's vital for the facilitator to discuss this subject with a completely open mind, since many young people will discuss the hypocrisy of adults towards the subject, and criticize the policies and laws related to drug use.

Process:

1. Before starting the session, write all the following questions on a separate sheet on the flipchart board:
 - What do you think of when you hear the word "drugs"?
 - Who uses drugs?
 - What are the kinds of drugs and where to find them?
 - What are the risks associated with drug use?
2. Hang the sheets on different parts of the room.
3. Divide the participants into 4 groups
4. Ask (assign) one of the 4 questions to each of the groups, giving them 10 minutes to discuss their assigned question. For illiterate groups, ask the questions directly to them and let them discuss it verbally among themselves.
5. After 10 minutes, ask each group to move to the next question, going clockwise. Give them additional 10 minutes to discuss the new questions.
6. Repeat steps 4 and 5 until each group has a chance to answer all 4 questions.
7. Read out loud and summarise the findings from each group. In case one group did not write down the answers to one of the questions, ask them to participate in the discussion among all the participants.
8. Use the questions below to facilitate the discussion on the various kinds of drugs and the methods of usage by young people.

Questions for Discussion:

1. Did all the groups share a similar idea about the definition of drugs, and the people who use drugs, as well as the dangers associated with it? (refer to the resource paper)

2. Are cigarettes and alcohol accessible in your community? (Is it forbidden for minors under 18 years? Are the laws applied?)
3. Is attaining other kinds of drugs easy in your community?
4. What determines if the use of a drug is legal or illegal?
5. Is it allowed to advertise for cigarettes and alcohol in magazines and on television? How do ads advertise for these substances? What do you think about that?
6. How do media portray women who use such substances? Do you think this portrayal is accurate? How do these ads affect the way men and women think about drugs? Do media promote drugs and substance use as a way to prove one's masculinity?
7. Are there any campaigns in your community that calls for limiting substance abuse?
8. What are the steps that need to be taken to provide accurate information in your community about the consequences of substance abuse?

Conclusion:

Drugs are around the lives of many men and women, and available in many different kinds, some of which is legal and others are illegal. Some drugs are used commonly by men and other by women, etc.... There are various forms of social and personal pressures that push young men and women to use some these substances, yet it's crucial to know the consequences of using these substances on one's personal life and their relationship with their society as whole. In the next exercise we will discuss these excuses further.

What is a drug?

A drug is a substance capable of creating changes in the behavioural and psychological functions of a human being. Some drugs have a psychological effect, which means it's able to alter one's mood, perception, and emotions, depending on the kind of drug used and its quality, in addition to the characteristics of the user's current emotional, physical, and psychological states, in combination with the user's expectations and context in which he/she is using these substances. These psychoactive drugs can be set in 3 categories based on their effect on brain activity:

Hallucinogenic	Sensations Induced	Side Effects and higher doses
Hash/Marijuana	Relaxation, calm, laughter	Immediate and temporary lose of memory. Some people may experience hallucinations. Continuous use may affect the lungs, and temporarily affect sperm production.
LSD	Hallucinations. Distorted perception. A combination of sensations in the forms of sounds and shapes.	A state of anxiousness and fear. Delusional and feeling sick.
Anticholinergic (plants, Lily, and some medicines)	Hallucinations	Low blood pressure and body temperature. Induced coma. Addiction, feeling sick, the need to increase dosage. Addicts suffer from muscle spasms and anxiety.
Narcotic pills	Reduces tension, feeling calm and peaceful	Horrible state when using, increased heart beat, pupils' dilation, constipation and increase in body temperature can cause other forms of sickness.
Ecstasy	Sleepiness, reduces pain, numbness, isolation from reality, daydreaming, hallucination	Horrible state when using, including anxiety, panic, feeling sick, and addictive.

Resource paper:

1. Inhibitors: inhibits the brain activity and causes laziness and carelessness. Some examples are alcohol, and sleeping pills.
2. Stimulants (psychostimulants): increases brain activity, which cause a state of alert and awaken. Example: diet pills, cocaine, and caffeine.
3. Hallucinogenic: it changes brain activity and alters one's perception of reality, time, place and enhances audio-visual senses. Example: Ecstasy and LSD.

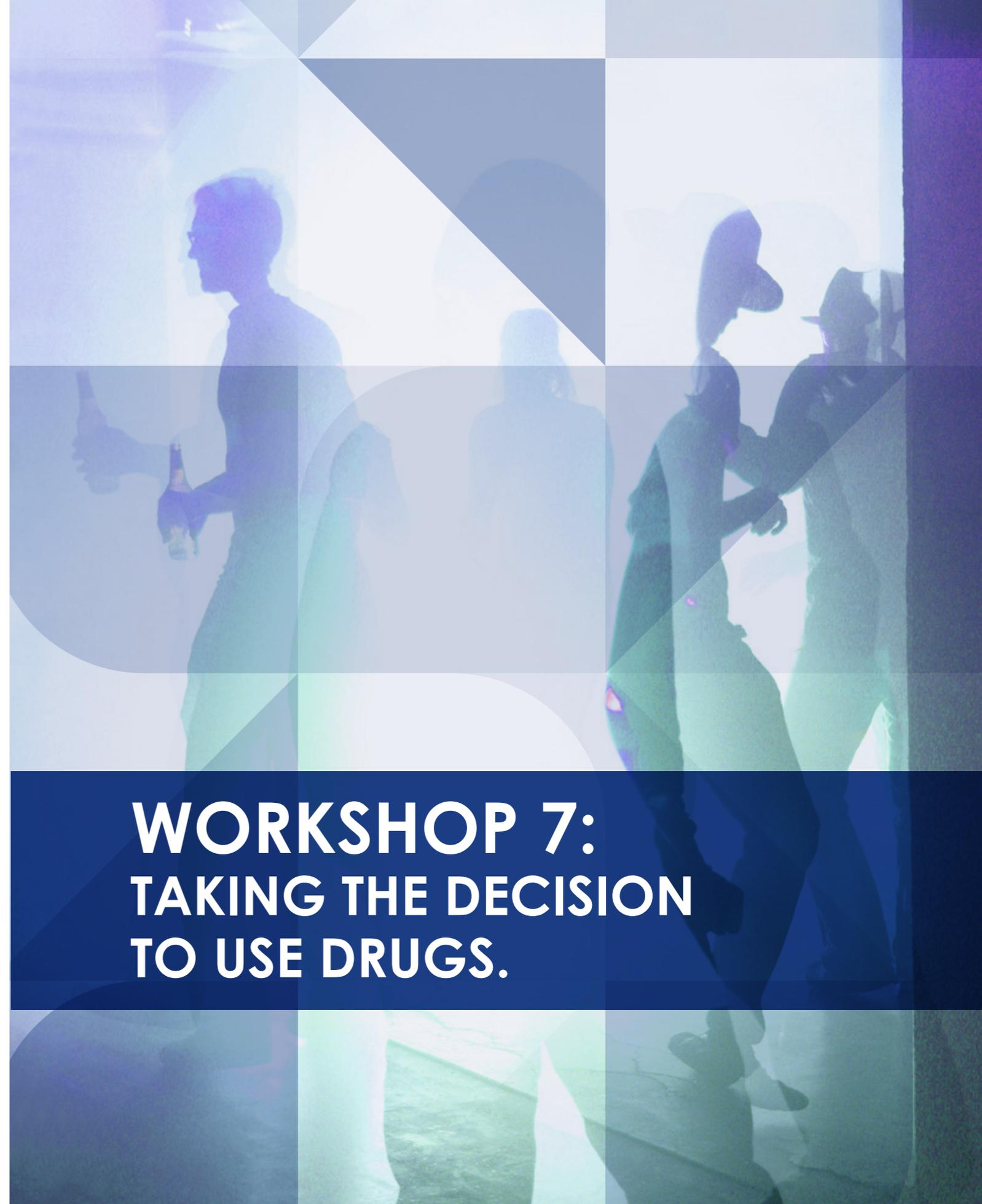
Memo:

Alcohol may not be an appropriate subject to discuss in some communities for religious reasons. This doesn't mean that alcohol cannot be discussed yet there might be some hesitation from participants to declare among others that they drink alcohol because of its negative quotations in their local communities.

Psych-stimulants (Uppers)	Sensations Induced	Side Effects and higher doses
Methamphetamines	Resisting sleep and fatigue, heart palpitations, energetic	Increased heart beats and blood pressure, dilatation of the pupils, risky to drive or operate heavy machinery. Higher doses may cause panic attacks, illusions, and paranoia.
Cocaine	Feeling strong, viewing the world from a happier perspective, high sensation, loosing appetite, sleep, and fatigue	Higher doses increases body temperature, feeling sick, increased heart beats that can eventually lead to a heart attack.
Crack	Feeling strong, viewing the world from a happier perspective, feeling high, loosing appetite, sleep and fatigue	Higher doses increase body temperature, feeling sick, sever increased heart beats that can lead to a heart attack, it leads to severe physical addiction and increases the possibility of death.
Tobacco (Cigarettes)	Decreases tension, induces a sense of calm and peace	Reduces appetite, chronic Anaemia, increases infections such as in the Trachea, affect sexual potency. For pregnant women, it increases the possibility of abortions and birth defects. Tobacco is related to 3% of the types of cancer.
Caffeine	Resists sleep and fatigue	High quantities can cause anxiety and digestive problems

White Ribbon Campaign Education and Action
http://www.whiteribbon.ca/educational_materials

Inhibitors	Sensations Induced	Side Effects and higher doses
Sedatives	Reduces anxiety, relaxes muscles, helps sleeping	Higher doses can cause low blood pressure. In case mixed with alcohol, it can induce a coma. For pregnant women, it can cause deformities of the fetes. It causes addiction and a continuous need to increase dosage.
Breathable Solutions (glue, stain remover, benzene, corrector pen..)	High feeling, hallucinations, excitement	Nausea, low blood pressure. Continuous se can damage neurons, spleen, liver and central nervous system.
Coughing medicine, Codeine, and Ziberol	Reduces pain, feeling healthier, sleepiness, sensation of floating	Low blood pressure and body temperature, induced coma, addiction, need to increase dosage. Addicts suffer from muscle spasms and anxiety.
Narcotics	Reduces tension. Feeling of calm and peace.	In case used with alcohol, it can reduce blood pressure and the decreased the lungs capacity to breath which may lead to death. Addictive and dosage increase will be needed
Opiates (opium, morphine and heroine)	Sleepiness, reduces pain, numbness, detachment from reality, daydreaming, hallucinations.	Causes addiction. Reduces heart beats and breathing which can cause death. If used by needles in a group, it can help transfer HIV. Severe pain when the drug withdraws from the human body.
Alcohol	High feeling, talking without focusing, feeling numb	Shiver and nausea, vomiting, sweating, headaches, dizziness and spasms, aggression, suicidal tendencies.



WORKSHOP 7: TAKING THE DECISION TO USE DRUGS.

Goals: Think of the pressure exercised by the peers to use drugs, and understanding addiction to substances.

Required Equipment: Copies of the resource paper (one for each participant), flipchart sheets, markers.

Timeframe: 1 hour

Planning Notes: None.

Process:

Part 1:

1. Distribute a copy of the resource paper to each participant and ask them to fill it within 5 minutes. As for illiterate groups, read the questions out loud and ask them to discuss the subject within groups of 2.
2. Ask each participant to share their answers with the everyone. If there are a lot of people in the session, divide them into smaller groups to share the answers between each other.
3. After sharing the answers, go through the following: questions to facilitate the discussion:
 - Do you think peer pressure a big factor that pushes men to use drugs?
 - Do women face similar pressure from her peers?
 - What are the similarities of peer pressure between the above 2 cases? What are the differences?
 - How does alcohol affect sex, and sex-related decisions? Does it leave positive or negative consequences?
 - What other behavioural changes that alcohol and drugs can affect? (driving, work, relationships, violence...)
 - How can we respond to some of the pressures that men face from their peers regarding substance use? How can we respond to some of the pressures that women face from their peers regarding substance use?

Part 2:

1. Brainstorm with the participants the meaning of addiction and dependency. Explain that these 2 concept do not revolve around drugs and substance abuse only, yet they also exist and affect other behaviours, like addiction to

junk and fast food and chocolate, watching TV the whole day, or excessively playing video games. Do another brainstorming session about what other activities or substances a person can be addicted to or dependent on.

2. Ask the participants what substances or activities young people can be addicted to the most?
3. Divide the participants into groups of 3 or 4. Ask them to chose one of the things that young people can get addicted or dependent on, and to discuss the reasons that push them to abuse these substances or activities.
4. Ask each group to present the main points they found during their discussion while taking input from everyone.
5. Use the questions below to finalise the discussion on dependency and addiction.

Questions for Discussions:

1. What are the most common reasons that push men and women to use or depend on substances and drugs?
2. How do dependency and addiction affect a human being? How do they affect their relationships?
3. What is the link between the availability of a substance, and the danger of abusing it and getting addicted to it?
4. What are the possible positives of dependency and addiction?
5. What did you learn from this exercise? How can you apply what you learned in your daily life and relationships?

Conclusion:

In many cases, it's common for men and women to use some substances or drugs (like alcohol) during gatherings or social occasions. Yet they should know how to put limitations on their consumption of these substances, and how to respect the boundaries and limits of others. For example, an appropriate strategy is to drink alcohol responsible and in small amounts only, and not mixing it with other drugs or substances. It's important to find ways to have fun and entertain ourselves without the use of substances and alcohol, and not pressuring others to use any substance if they do not want to. We must be aware about the causes of anxiety and tension in our daily lives that pushes us to develop negative

habits like substance abuse because we couldn't deal or resolve with the actual problems; and we should transform the negative causes into positive ones. Addiction only postpones resolving the problem and does not give a permanent solution. In most cases, addiction is linked to emotional problems that starts with a sense of hollowness or void that we feel in our lives, which leads to reinforcing the sense of carelessness and lack of motivation to move forward, until we reach a level where life as a whole feels pointless. Therefore, it's important for a person, even when overwhelmed by despair and agony, to remember that there is always a solution and it's never too late to ask for help.

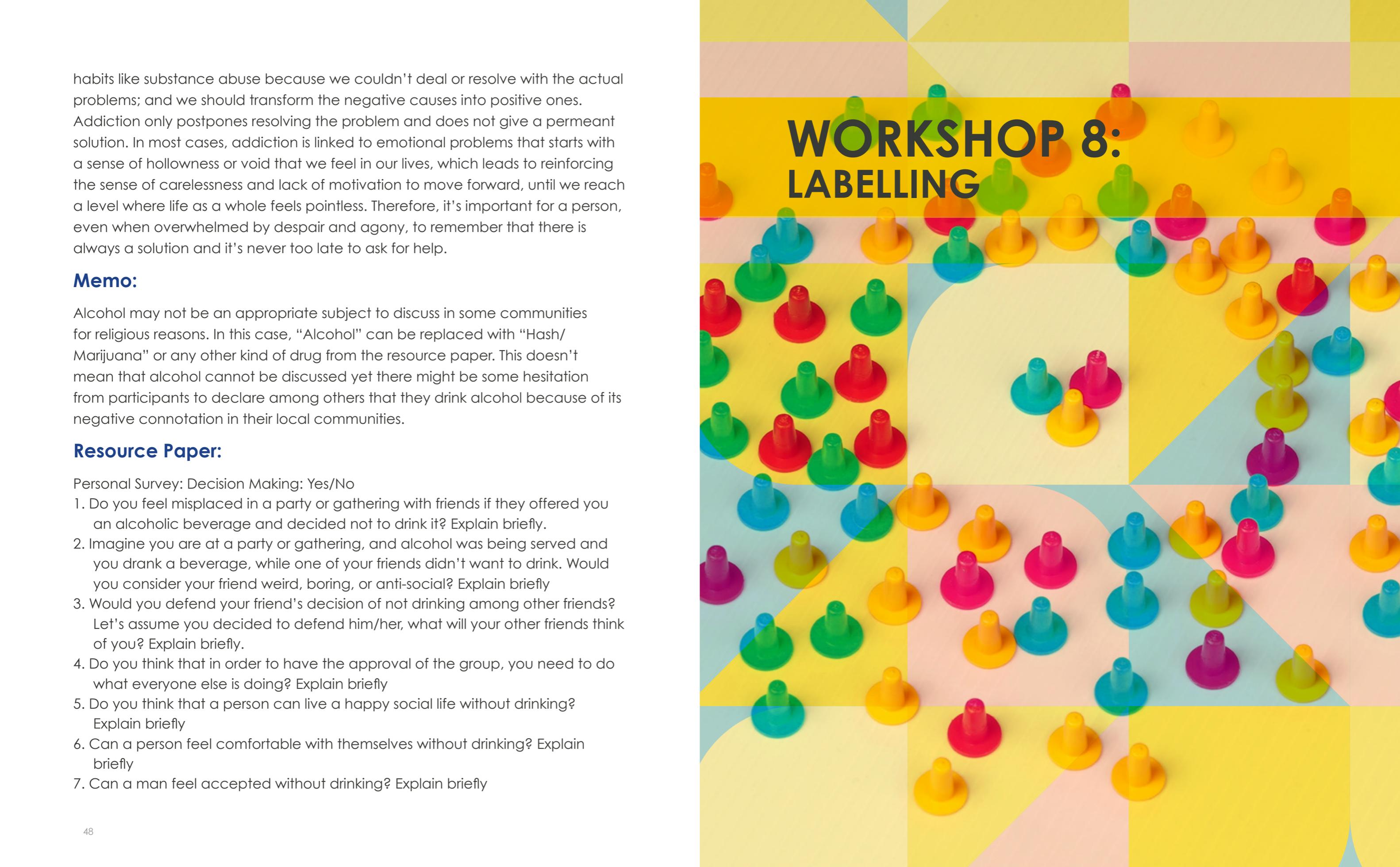
Memo:

Alcohol may not be an appropriate subject to discuss in some communities for religious reasons. In this case, "Alcohol" can be replaced with "Hash/ Marijuana" or any other kind of drug from the resource paper. This doesn't mean that alcohol cannot be discussed yet there might be some hesitation from participants to declare among others that they drink alcohol because of its negative connotation in their local communities.

Resource Paper:

Personal Survey: Decision Making: Yes/No

1. Do you feel misplaced in a party or gathering with friends if they offered you an alcoholic beverage and decided not to drink it? Explain briefly.
2. Imagine you are at a party or gathering, and alcohol was being served and you drank a beverage, while one of your friends didn't want to drink. Would you consider your friend weird, boring, or anti-social? Explain briefly
3. Would you defend your friend's decision of not drinking among other friends? Let's assume you decided to defend him/her, what will your other friends think of you? Explain briefly.
4. Do you think that in order to have the approval of the group, you need to do what everyone else is doing? Explain briefly
5. Do you think that a person can live a happy social life without drinking? Explain briefly
6. Can a person feel comfortable with themselves without drinking? Explain briefly
7. Can a man feel accepted without drinking? Explain briefly



WORKSHOP 8: LABELLING

Goal: Discovering how profiling people can affect personal relationships

Required Equipment: Papers, tape, pencils, pens

Timeframe: 1.5 hours

Planning Notes: The facilitator should be aware that issues or terms that come up when discussing profiling and categorisation may cause aggression and conflict between the participants should the situation not be handled with care. The goal of the facilitator should be to have a real and honest discussion about stereotyping (gendered and otherwise) in our communities where the participants do not feel insulted by these categorisations.

Process:

1. Initiate collecting ideas about positive profiling and stereotypes that are common in young people's communities. This may include: smart, lazy, shy, violent, etc.... try to think of a number of characteristics equal to the number of participants.
2. Write the characteristics on post-it notes and stick each one to a participant's back; label them. Note for that for this exercise to be successful, the participants should not see the note posted on their back, yet only see what others have on their back.
3. Choose 2 or 3 random participants; ask them to perform out a short scenario referring to the characteristics they see on each other's backs.
4. Ask each participants to perform a small scenario in which he/she tries to find out the characters assigned for him/her throughout the short acting scene, and then he/she should consider the following questions:
 - How do you feel regarding your treatment based on your characteristics?
 - How do you feel regarding your treatment of others based on their characteristics?
 - After the participants answer, ask them to give their feedback on the whole acting scenario.
5. All the participants should act out a scenario to help them identify the characteristics assigned for them and think about their feelings when they are labelled with these characteristics
6. Open the discussion among all participants about the exercise

Questions for Discussion:

- What's your reaction when you are treated based on your labels and characteristics.
- What's your reaction when you treat others or witness someone being treated based on their labels and characteristics?
- Are these labels common in your community? Give an example about other labels people use.
- Why do people label each other?
- What are the effects of labelling each other? What's the effect on relationships between people?
- If we think about the previous exercise about power-structures; what is the link between labelling and power structures in your opinion?
- What are the things you learnt here and how can you apply it in your daily lives and your communities?
- How do you avoid labelling others?
- How can you encourage young people to avoid labelling others?

Conclusion:

Labelling others and stereotypes affect individuals and their relationships with others. It's important to think thoroughly about how we treat others and how can we avoid some negative behaviours and actions when interacting with others, as we learnt from previous exercises, for instance:

- Not judging a person before knowing them
- Not using labels and derogatory terms to describe them or refer to them
- Not discriminating on the basis of gender, religion, sect, race, social class, or vulnerable populations (like refugees), or sexual orientation.
- Turning one person in the family/community as a scapegoat or punch-bag to let out our frustrations on
- Stubbornness and clinging to one's beliefs and opinions
- Portraying a sense of carelessness or silence, or resentment

The sense of belonging to a group (community or society), and the sense of acceptance by the group as we are without judgement, are crucial for us to learn and develop on an individual and collective basis. As you progress in these exercises here and in your daily life, you should learn to go past these labels and to be open in the way we interact with people.



WORKSHOP 9: WHAT IS VIOLENCE?

Goal: Identifying the types of violence in relationships, family, and local communities.

Required Equipment: Flipchart (board), markers, talking-stick, copies of the case studies listed below in resource paper (a) and resource paper (b).

Timeframe: 1.5 hours

Planning Notes:

Before the session on violence, a research should be conducted about the information that are largely known/accepted by the local community in regards to violence, taking into consideration the current laws and humanitarian aid available for people who use violence or are victims of it. It's important to for the possibility that a participant might require referral to a needed service if the facilitator discovered they are suffering from violence or abuse. The case studies in resource paper (a) include several scenarios of sexual, physical, and emotional violence exercised by men towards men in intimate relationships; men exercising physical violence towards women outside the intimate relationships; physical violence between men; as well as community and institutional violence against individuals or a group of individuals. When necessary, you can adjust these case studies to address other types of violence that may occur between couples, families, and the local community. It's suggested to the talking-stick in this exercise, if the facilitator thinks it's needed or necessary. The flipchart will show definitions and meanings of violence that will be discussed in the first part of the exercise "Understanding the Role of Violence".

Process:

Part 1: What does violence mean to us? (3 minutes)

1. Ask the participants to sit in a circle and think for few minutes- silently- about what violence means to them.
2. Ask each participant to share their thoughts with the group. Write the answers on the flipchart. Alternative method: ask the participants to write or draw what violence means to them.
3. Discuss with the participants some of the findings shared specially the unique ones. Revise the definitions found below and inform the participants that there is no concrete or simple definition for violence, and that in Part 2 of the session we will go through a series of case studies that will help them think about the meanings and types of violence:
 - Physical violence: using physical violence like hitting, beating, slapping, and

pushing

- Emotional/psychological violence: it's the most difficult kind of violence to identify. It can include insults, threats, humiliation, pressure, excessive jealousy, entitlement and ownership like controlling all decisions and actions.
- Sexual violence: pressuring a person or forcing them into sexual acts (from kissing to intercourse) against their will, or making sexual comments that makes them feel insulted, humiliated, or bothered- even if there were consensual sexual relations in the past.

Violence is also based on the nature of the relation between the victim and the offender:

- Self-inflicted violence refers to a situation when the person him/herself are inflicting violence on themselves, and can be divided into several sub-sections of abuse and suicide.
- Violence between people is also violence between individuals
- Collective violence is the violence exercised by a group of people and it can be political, social, and economical

Part 2: Discussing the Different Types of Violence (1 hour)

4. Read the case studies about violence and use the talking-stick to facilitate the discussion using the following questions.
5. After reading all the case studies, discuss the questions

Questions for Discussion:

1. What are the kinds of violence that occur in intimate relationships between men and women? What causes this violence? The examples can include physical violence, emotional or sexual violence that a man exercises against a friend/girlfriend/wife in addition to violence used by women against her friends and partner.
2. What are the types of violence common within the family? What causes this violence? (examples can include physical/emotional/sexual violence used by the parents against their children, or other forms among family members)
3. What are the types of violence that occur outside the boundaries of the relationship? What causes this violence? (examples can include physical violence among men related to gangs, war, rape, emotional violence, stigma against some individuals or groups in the community...).
4. Are there types of violence that relate to a person's gender? What is the most common form of violence used against women? (refer to the resource paper (a) on gender-based-violence, and on violence against men from resource

paper (b)).

5. Are men violent only, or can women be violent as well? What is the most common type of violence men use against others? What is the most common type of violence women use against others?
6. Does any man or woman ever "deserve" to be beaten or to suffer from violence?
7. What are the consequences of exercising violence on others? On relationships? On the local community?
8. What can you do in collaboration with other young people to eliminate violence in your community?

Conclusion:

Violence, in its simplest definition, is a person using force or power (or threats) against someone else. In most cases, violence is used as a means of control and enjoying that control over someone. Violence occurs all around the world and it's the result of a person's upbringing, particularly men, as a way to deal with anger and conflict. It is widely assumed that violence is a "normal" and "natural" part of being a man. Yet violence is a learnt behaviour and not innate, thus it can be eliminated. As we discussed in other sessions, men are mostly brought up to oppress their emotions where anger is the sole emotion they can express without affecting their masculine image. Additionally, sometimes men are raised to believe that they have the right to expect certain things from women (house chores and sex for example), and that they have the right to physically and verbally abuse women in case they did not comply to the men's expectations. It's important to think of the extent of harm violence also inflicts on men on an individual basis, and their relationships with others, resulting from the strict-gender roles in regards of the ways they use to express their feelings and interact with women. In your daily lives, it's crucial as young people to think on what can be done to eliminate the violence of men against others.

Linkages: This exercise can be tied to the previous one "Expressing My Emotions" and discuss how to deal with anger.

Resource Paper (a):

Violence Case Studies

Several case studies are available to use with participants. Please read through each before the training and choose case studies that you feel will be the most relevant and sensitive to the community in which you are working.

Case Study #1: Ziad and Lydia are married. Ziad is extremely worried that his family is coming for dinner, and he is wondering if his family members will have a good time, and he wants to show them how great his wife is in cooking. Yet when he returned home that night, his wife didn't prepare any food since she was feeling sick and couldn't start preparing the dinner. Ziad was very angry as he doesn't want his family to think that he cannot control his wife. They started arguing and yelling. The conflict intensified quickly and Ziad hit Lydia.

- How should Lydia react?
- Could Ziad act in a different way in this case?

Case Study #2: You went out dancing with a group of friends. When you were about to leave, you saw a couple (a guy and a girl; they seem as boyfriend/girlfriend) arguing at the entrance. He called her a whore and asked her why did she flirt with another man? Her answer was: "I was not looking at him, and even if I did, aren't I with you?". The guy yelled at her again, and she answered: "you don't have the right to treat me like that". He called her "worthless" and asked her to leave his sight as he couldn't look at her anymore. Then he hit her and she fell on the ground. She yelled at him saying that it's not his right to do so.

- What will you do? Will you leave? Will you say something? Why or why not?
- Would the situation be different if a man was hitting another man?
- What could you do in such cases? What are your options?
- Is it your responsibility to stop others from using violence?

Case Study #3: Sami is a guy from a wealthy family. One day, he met a girl called Petra as she was on her way from school to her house, and they exchanged a conversation. The next day, he met her again, and he kept seeing her until one day he asked her out for dinner. During dinner, Sami told Petra about how much he admires her and asked her to go with him to his house. When they were in the house, they started kissing and then Sami started feeling Petra's body from under her shirt. Yet Petra stopped him and said that she doesn't want him to go any further. Sami felt very angry and told her that he spent a lot of time on her, saying "what will my friends say about me?". He insisted on her to change her mind. At

first he tried tempting her, then he started yelling expressing his disappointment. He then pushed her and she fell on the ground and forced her to have sexual intercourse with him despite her will and her consistent requests for him to stop.

- Is this considered a kind of violence? Why or why not?
- What should have Sami done?
- What should have Petra done?

Case Study #4: Tarek was having a tough day at school. His mother punished him because of his bad grades, and did not allow him to go out that night. In class, he was unable to answer a teacher's question. In the playground, his classmate Rana mocked him for failing at answering the teacher's easy question. She said "the question was very easy...are you really that stupid?". Tarek told her to shut up and he pushed her against the wall. Rana raged with anger said "If you touch me again I'll show you what I'll do to you...". Tarek replied: "No, you wait and see what I'll do to you". He slapped her, turned around and walked away.

- Do you think Tarek was right to hit Rana?
- Could've he have acted in another way?

Case Study #5: A group of friends went to dance. Fady notices another guy looking at his girlfriend. Fady gets up and walks towards that guy and start fighting.

- Why did Fady act this way?
- Do you think Fady was right to fight this other guy?
- How could he had reacted?
- What should his friends do?

Case Study #6: In many societies, people living with HIV/AIDS are rejected. They are subjected to insults and humiliation. Their children are not allowed to go to school even.

- Is this considered a kind of violence?
- Do you think this kind of discrimination harms people living with HIV/AIDS?
- What can be done to avoid such incidents from happening?

Case Study #7: Salma is a 19 years old university student who moved in with her colleague to a one-bedroom apartment near their campus. Salma is HIV positive since she was 17 years old. She takes her needed medication, which requires constant refrigeration. One day, her colleague asked her why she takes this medicine? Salma wanted to be honest with her colleague and told her that she is carrying the virus. Her colleague was shocked and very angry. She asked Salma to leave the apartment immediately before she gets the virus too.

- How did Salma's colleague react?
- Do you think there is a risk in Salma giving the virus to her colleague?
- Is this considered a kind of violence?
- What can be done to avoid such incidents from happening?

Case Study #8: Rami and Nada are a couple who had their second baby. When they decided to have children, they agreed that Nada will be the one staying home and taking care of the children, while Rami works to bring money. Yet Rami started giving Nada lesser amounts of money. In the beginning, he had to cancel the German classes she was taking, and after that, she did not have enough money to buy clothes for her self or even meet her friends for a coffee. When she discussed this issue with Rami, he only said "we do not have enough money. You ask for a lot of things even though you don't make any money". When Nada mentioned that he goes out every night with his friends and she suggested that maybe she can go out with her friends instead, he replied: "Yes I go out a lot but I need to rest after work. You spent the entire day doing nothing".

- Is this considered a kind of violence? Why or why not?
- What should Nada do in your opinion?
- Could have Rami acted in a different way?
- What would you do in such cases?

Case Study #9: A group of friends are taking a walk in a public garden. Leila is a quite and introverted girl, and Nour was bugging her about that. She did not respond, yet Hazem- who likes Leila- decided to defend her. He asked Nour to stop what she is doing and they argued. Hazem then hit Nour and they started fighting.

- What do you think about how Nour was treating Leila?
- Do you think this treatment is a kind of violence? Why or why not?
- What do you think of Hazem's reaction? Is it considered violent? Why or why not?
- What would you do in such scenario?

Case Study #10: Adam is a gay man. He came out to his family and friends recently. In the beginning, it was very difficult with the family yet they eventually accepted him. Yet some of his colleagues in school started calling him "faggot" and other derogatory terms. They used to always conspire against him, and they even beat him sometimes.

- Is this considered a kind of violence? Why or why not?
- What can Adam do in this case?

- What can his friends do in this case?
- What would you do in this case?

Resource Paper (b):

What is Gender Based Violence (GBV)

In many cases, many laws and policies use the term "domestic violence" or "family violence" in reference to violence against women and children exercised by the partner, usually the man. Yet we're witnessing an increased trend in using "Gender Based Violence" or "Violence Against Women" to cover a wider scope of violence women undergo from their partners, family, or other people outside the family.

These terms focus on a the reality of the dynamics and complex gender standards exercised against women (Filispoire 2003). The core concept of GBV is to differentiate between violence based on gender, and other forms of violence. This concept can be applied to both men and women, girls and boys, and focuses on eliminating violence against women and young people since they're affected by it the most. In the following, GBV and Violence Against Women are in accordance to the Charter of the United Nations General Assembly on Eliminating Violence Against Women in 1994:

- Any forceful action based on gender or sex that results in- or could potentially result in- women's harm and suffering physically, psychologically or sexually is considered violence, including threats of violence, incarceration, and arbitrary detention from freedom, whether in the public or private life. Violence against women includes but not limited to:
- Physical, psychological, and sexual violence that occurs within the family in the forms of beating, enforced sexual actions against young girls (children) in the family, and violence related to dowry, marital rape, female genital mutilation, and other traditional practices that are harmful for women, including non-marital violence and abuse.
- Physical, psychological, and sexual violence that occurs within society generally including rape, sexual harassment, threats and fear in academic and professional work spaces or anywhere else, trafficking of women and forcing them into sex work.
- Physical, psychological, and sexual violence that is exercised by the state, or that of which the state intentionally allows or not respond to.



WORKSHOP 10: WHAT DO I DO WHEN I FEEL ANGRY?

Goal: Help the participants in identifying the ways in which they feel angry, and the way they express their anger through means other than violence.

Required Equipment: Flipchart, markers, tape, a copy of the resource paper to each participant

Timeframe: 1 hour

Planning Notes: None

Process:

1. Initiate the exercise with a brief introduction on the subject. For example: many teenagers and men confuse anger and violence and they think they're the same. It's important to emphasise that anger is a natural emotion and everyone feels it throughout their lives. Violence is one behaviour in which anger is expressed. Yet there are other ways to express anger- better and more positive ways than violence. If we learn how to express our anger when we feel it, it will be better than leaving it to accumulate, which eventually leads us to explode our frustration.
2. Explain to the group that this exercise aims to discuss the ways in which people express their anger
3. Distribute copies of the resource paper. Read all the questions to all participants and ask them to answer it individually for 2 to 3 minutes for each question. For illiterate groups, ask the questions out loud and ask the participants to discuss it with each other in smaller group or draw what they think.
4. After answering the questions, divide the participants into groups of 4 or 5 maximum. Ask them to share their answers. Give each group 2 minutes to do so.
5. While the participants are still in their groups, distribute a flipchart sheet for each group to write:
 - The negative ways to interact with others when we are angry
 - The positive ways to interact with others when we are angry

6. Give each group 15 minutes to prepare the lists and ask them to present in front of everyone
7. Probably, the participants will share the following positive ways: breathing some air, counting to 10, using words to describe what we are feeling without harm. It's important to stress on that "breathing some air" does not mean going out for a drive or the need for speed in cars or drinking an alcoholic beverage outside since these are risky behaviours. In case these 2 points did not come up in the discussion with the participants, make sure to highlight them as a facilitator.

Briefly, "breathing some air", means distancing ourselves from the situation or the person we are angry with. The angry person can have deep breaths, go for a short walk, or any other physical activity to calm themselves down. Generally, the angry person should mention to his partner or the person who they are arguing with that he is going for a walk, saying something along the lines of: "I'm really angry at you and I need some fresh air. I need to walk a little bit so I won't feel violent or start screaming. When I calm down, we can discuss the problem together".

Another example for dealing with violence is expressing ourselves without insulting others. This entails explaining why we are angry and how do we wish to solve the problem without insulting or hurting others. Give an example for the group: in case your friend is late for a specific date, you can either scream "you're a whore, you always do the same thing and I stand here waiting for you"; or you can express your anger without insults and say "X, I'm angry because you are late. Next time you're late, let me know before or call me on my mobile instead of leaving me waiting"

8. Discuss the following questions

Optional:

If the time allows, ask the participants to create some acting scenarios or think of other examples or sentences to say when conflict arises, to use them as substitutes for insults and yelling.

Questions for Discussion:

1. Generally, it's difficult for many men to express their anger without using violence. Why is that?
2. Who are the people we consider role models to learn from how we express our emotions including anger?
3. We generally know how to avoid a conflict or a fight without using violence. Why don't we ever apply them?
4. Can "breathing some air" reduce the tension in conflicts? Did you use this approach before? Did it work?
5. Is it possible to use words without insults when we are angry?

Conclusion:

Anger is a natural emotion that everybody experiences throughout their lives. The problem lies when some people mix anger and violence together and consider them the same concept, thinking that violence is an acceptable way to express anger. Yet there are other better and more positive ways to express anger. Learning to express our anger is considered better than bottling up our anger inside and not expressing it, because if our anger accumulates it will result in an eruption of anger at a later stage.

Resource Paper:

Resource paper: what do I do when I feel angry?

1. Think of scenarios that you experience lately in which you felt angry. What happened? Describe briefly with 1 or 2 sentences.
2. Now after thinking about these scenarios, try to remember what were you thinking about and what did you feel. List some of these feelings.
3. When we feel angry, we mostly resort to violence. This might happen even before we realise as a reaction that for some people is instant and manifests in yelling and throwing things across the room, or hitting something or someone. In other times, we could get depressed, isolate ourselves, or remain silent. Now that you're rethinking the scenario in which you were angry; how did that anger manifest? How did you behave? Write a sentence of few words about the actions you did.



WORKSHOP 11: FROM VIOLENCE TO RESPECT IN INTIMATE RELATIONS

Goal: Discussing using violence in intimate relations and building relationships based on mutual respect.

Required Equipment: Flipchart, markers, tape

Timeframe: 2 hours

Planning Notes:

We should understand that young men feel desperate when it comes to responding to the violence they witness by other men. A lot of them believe that they should not intervene in the business of other men. It's important that throughout the discussion to express the despair felt by many men when they witness another man exercising domestic violence. This exercise uses dramatic enactment of scenarios that include women. In case the group only constitutes of males, some may hesitate in performing the scenarios and play women roles. Encourage the group to be more flexible in case a man did not want to act out the role of a women, and ask them to describe scenes using photos of stories for example.

Process:

1. Explain to the participants that this exercise aims to discuss and analyse the types of violence we use sometimes in our intimate relations, and discuss as well the ways in which we can build relations based on respect.
2. Divide the participants into smaller groups and ask them to create a short scenario or a short comical segment.
3. Ask 2 groups to present an intimate relation with a boyfriend or a girlfriend, or with a husband and wife, that portrays a form of violence. Remind the participants with the discussions in the "what is violent" exercise and stress on the subject that the violence described in the scenarios could be physical even if it was not necessary. Ask them to be real in their description and using examples from things they seen, heard, or experienced in their community.
4. Ask the group as well to present a relationship based on mutual respect. This relationship may have conflict and differences in opinion, yet the presentation should show how mutual respect was achieved without using violence.

5. Give the groups 15 to 20 minutes to create their stories and watch them. Ask from each group that their act does not exceed 5 minutes.
6. Ask the participants to present their acts, giving time for questions after each scenario.
7. When the groups are done with their enactments, rely on the following questions to facilitate the discussion.

Questions for Discussion:

1. Where the examples in the scenarios enacted realistic? Do you witness similar scenarios in your community?
2. What constitutes a violent relationship?
3. What are the causes of violence in a relationship?
4. In the scenarios that include violence, how did the actors could've behaved differently?
5. Do men only use violence against women, or could women use violence against men? How are they violent? How should a man respond to violence?
6. When you see a couple using violence, what do you usually do? What can you do? Where do you find help?
7. What is the role that alcohol and drugs play when it comes to violence?
8. What are the consequences of violence on relationships?
9. What is the society/community's response to violence in relationships?
10. How do healthy relationships seem? Do we see examples of relationships based on mutual respect in our community?
11. What can we do as individuals to form healthy relationships?
12. What can we do as a local community?

Conclusion:

Conflicts occur in all relationships. The way in which we handle conflicts is what makes a difference. Learning how to dedicate time to think about our emotions and expressing them calmly and peacefully is an important part in creating a relationship based on respect.



WORKSHOP 12: DATING SCENARIOS

Goal: Identifying the Characteristics of a Healthy Relationship

Required Equipment: Flipchart board, markers, scissors, tape, copies of the resource paper.

Planning Notes: Many opinions may be voiced out regarding healthy and unhealthy relationships. Before starting this exercise, the facilitator should work with a group to reach an agreement in that regard.

Process:

1. Draw 2 columns on the flipchart. Write in the first one "Health Relationship" and in the other "Unhealthy Relationship".
2. Divide the participants into 3 or 4 smaller groups and assign each group to write one healthy and one unhealthy dating scenario for each member in the group on a sheet of paper or post-it note. The scenarios should reflect the reality of "dating" or "courting" behaviour for young men their age in their communities and societies.
3. Ask each group to cut out these "scenarios" and place them under each column, whether they think it's healthy or unhealthy. Give the groups 15 minutes to do so. As each group- if the time allows- to propose additional healthy and unhealthy scenarios.
4. Review the scenarios and ask each group why they decided they were healthy or unhealthy
5. Use the following questions to facilitate the discussion.
Questions for Discussion:
 1. Do you think these scenarios are realistic?
 2. Did you ever experience similar scenarios? How did you feel?
 3. What is society's reaction towards these scenarios?
 4. What are the common characteristics of a healthy relationship?
 5. What are the common characteristics of an unhealthy relationship?
 6. Do you think that young men in your community establish healthy or unhealthy relationships? Explain
 7. What are the major challenges faced when building a healthy relationship? How can we face these challenges?
 8. What should you do in case you felt that you're in an unhealthy relationship?
 9. What can you do if a friend of yours is in an unhealthy relationship?

Dating Scenarios:

The following are examples of scenarios that the participants can use. They should be encouraged to come up their own scenarios that are relevant to their community and culture.

- You planned to do something with your partners but he/she cancels in the last minute because he/she thinks that what you planned is not entertaining.
- He calls her stupid while arguing
- You take turns in watching the music bands or TV programs that you want to watch
- Your partner criticizes your friends
- He pulls her arm during arguing
- He drives too fast; she asks him she is uncomfortable. He reduces the speed and apologises.
- He tells his friends that he had sex with her last night, meanwhile in reality he didn't do anything except talk to her.
- He pressures her to have sex with him
- Even if you have different opinions, this does not affect your mutual respect
- He thinks she wants to have sex with him if she wore short skirt or an open shirt
- You celebrate together when one of you receives good news
- She doesn't like it when he goes out with his friends. She doesn't trust him when he is not with her.
- They share the cost of dinner and movie tickets
- When they go out together, he always looks at other women's bodies, and sometimes comments that they are "sexy".
- You get angry over something, yet you always talk and listen to each other's point of view.
- When she has problems reading a map, he says "I think women lack a sense of location because it's genetic and innate"
- He calls her the next morning after their date and tells her that he had a good time and hopes that she slept well after

- She decides to cheat on him to make him jealous
- He cheats on her, so he hit her
- They go together on a camping trip, and they make a list of the things they need with them, and they shop together
- She tells him that he needs help in choosing his outfits, and that he can kiss her better
- When she knew that he cheated on her, he justifies himself by saying he was drunk and not responsible for his mistake
- He pressures her to take nude photos. He plans to share the photos on the internet, and he says "my dear, you look very sexy and I want the whole world to see"
- One night before the deadline of a school homework, he asks her to do the assignment for him because he didn't have the time to do it
- They talk to each other if they're both having some problems at home or school
- He feels he needs to always be strong in front of her
- When she angry at him, he listens to what she is saying.

Technical Peer Review:

Mr. Anthony Keedi

Ms. Ghida Anani

Mr. Jay Feghali

Dr. Michael Khoury

Ms. Rania Sabaayon

Ms. Roula Al Masri

Ms. Samantha Hutt

Partner Organisations from the MenEngage Lebanon Network:

ABAAD Women and Girls Safe Spaces Team, Concern Worldwide, Danish Refugee Council, Heartland Alliance, Lebanese Red Cross Youth, MercyCorps, Proud Lebanon, Save the Children.

Design and Layout: Alaa Ghazzi

Editing and Translation: Afifa Al Samad, Joe Hammoud, Hani Alsalhani, Soulayma Mardam Bey.

Last but not least, we would like to thank the young men who took part in the validation of this manual for their valuable input and suggestions.



www.abaadmena.org
facebook.com/abaadmena

Furn El Chebbak, Sector 5, 51 Bustani Str. Najjar
Bldg, P.O. Box 50-048 Beirut Lebanon
+961 1 28 38 20/1 | +961 70 28 38 20
abaad@abaadmena.org

    /abaadmena