

# Parenting for Respectability PfR

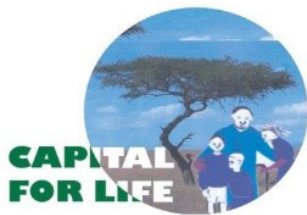
## MODULE THREE: GENDER



SEPTEMBER 2020

# Project Partners

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**HEALTH CHILD**

*Empowering Local Communities for Healthy Children*

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## List of Acronyms

CHDC - Child Health and Development Centre

CRVPF - Children's Rights and Violence Prevention Fund

CTPR - Centre for Transformative Parenting and Research

PFR - Parenting for Respectability

SVRI- Sexual Violence Research Initiative

UK-United Kingdom



## Acknowledgment

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Thanks to the project team at CTPR for the team work and dedication exhibited through the entire process.



## Introduction

This module is intended to improve parents understanding on gender and how society expectations can hinder or facilitate children to reach their full potential. It is also intended to draw a clear distinction between gender, sex, gender roles and sex roles.



## Gender



### Gender

This refers to the social attributes and opportunities associated with being male and female, the relationships between women and men and girls and boys. These attributes, opportunities and relationships are socially constructed and learned through the socialization processes.

## Gender roles

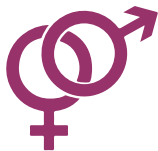
These are socially determined/ constructed roles for men, women, girls and boys and can be affected by factors such as education or economics. These roles originate from culture and they are learned. They may vary widely within and between cultures and often change over time.

## Gender stereotypes

These are generalized assumptions or views of society about characteristics possessed or roles that ought to be performed by men/boys and women/girls.

## Gender discrimination

Refers to a situation where an individual or group of people is treated differently because of being male or female.



## Sex

### Sex

Sex refers to the biological differences between males and females. Sex is Universal (*factors are the same around the world*), we are born and generally unchanging (*with the exception of surgery*). Sex differences are concerned with male's and female's physiology and generally remain the same across cultures and overtime.

### Sex roles

These are roles assigned to men, women by their genetic /physiological construction. Women and men are born with characteristics that make them perform these roles.

The table below gives a summary of examples of sex roles and gender roles

Sex roles	Gender roles
Impregnating a woman	Caring for children
Giving birth	Looking for money
Breast feeding	Decision making
	Fetching water

## **Overall goal of this module/ theme**

This module aims at helping men and women examine the relationship between being a man/boy and being woman/girl and how these can be used to promote nonviolent relationship within a family.

## **Expected outcomes**

It is expected that by the end of the module, there will be:

- i) Improved understanding of how gendered power impacts on the lives of boys, girls, women and men*
- ii) Improved relationship between men and women, boys and girls within a family*
- iii) Involvement of men, women, boys and girls in making family decisions*
- iv) Reduced negative cultural and social norms and practices*



# Session one: Gendered relationships and power.



## 1.0: Introduction

**Participants** | Women and Men separately

- Objectives**
1. To reflect upon the gender socialization – the different ways in which we treat and educate our children based on gender.
  2. To reflect upon the communication and affection between parents and their sons and daughters and how these relates with their wellbeing.
  3. To promote reflection and increase awareness about gender differences in terms of care giving and caring relationships.

**Duration** | 1 hr. 30 Minutes

## Activity 1.1: Understanding gender stereotypes

**Time** | 50 minutes

### What the facilitator needs to know

- i) The responses indicated in the gender boxes are supposed to guide you on what to expect from participants. Let the responses that you record in the boxes come from participants themselves.
- ii) It is important to ensure that biological roles also are mentioned by participants and if not, highlight them because they will help you re-echo the sex roles and gender roles.
- iii) Stereo types can negatively affect the lives of children especially girls because they destroy their self confidence. Thus, parents should start early to teach boys and girls not to conform to those negative by treating them equally.

- Objective**
1. To reflect upon the gender socialization – the different ways in which we treat and educate our children based on gender
  2. To reflect upon the communication and affection between parents and their sons and daughters and how these relates with their wellbeing

**Materials** | Flip chart, markers masking tape and illustration

### STEPS


- 1 | **Welcome everyone to the session and give** an overview by explaining session objectives and output. It is important to draw a clear distinction between gender and sex and sex roles and gender roles at this point by giving examples for each.
- 2 | **Invite two volunteers and request** each of them to draw a large **box on flip chart paper** with enough space to write outside the box.
- 3 | Then **ask** one to draw a large picture of a woman inside her/his box, and the other a large picture of a man inside her/his box.

**GENDER BOX**

Physically Strong	Assertive	Outspoken
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**Girl's Gender Box**

- Caring
- Gentle
- Responsible for domestic chores
- Speaks and dresses modestly




Plays Sports	Asks Questions in Class
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**GENDER BOX**

Caring	Gentle	Responsible for domestic chores
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- Physically strong
- Assertive
- Outspoken
- Plays Sports
- Ask Questions



Speaks and dresses modestly

4 | When everyone is seated ask the group what comes to their mind when they hear the words “being man”, then “being woman.” What behaviour or attributes are the people encouraging for both men and women?

5 | Write the responses besides each picture.

a) Ensure some of the following words as shown above are included; for men- “father”, “decision maker”, “bread winner”, “provider”, “strong”, “courageous”, “violent”, “leader”, etc and for women- “mother”, “weak”, “carer” etc.

b) Also ensure some biological traits are included as well, such as “beard”, “Penis”, “breasts”, “pregnancy”, “birth”

6 | **Ask** participants to reflect on the responses and identify the natural/ biological and social/learned characteristics in each box

7 | **Continue the discussion** by asking the following questions:

a) What attributes can a woman take from both boxes that make her a better wife and mother? (**Write these outside the woman's box**)

b) What attributes can a man take from both boxes that make him a better husband and father? (**Write these outside the man's box**)

c) What are those small good/ positive things outside the boxes that both men and women can do for the wellbeing of their families?

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**Provide/pin the illustration** where all participants are able to see and allow them two minutes to study the pictures



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Ask the questions below:

- How does what we see in the illustration relate to the attributes of being a woman or being man especially those outside the box?
- Ask three-four volunteers to role play the illustration above or a similar situation depicting a wife and husband supporting each other
- What attributes make a happy family with happier children, father/male caregiver and mother/ female caregiver?

**Conclude the discussion by explain the following:**

- © In a way, these roles are taught early to the children through play. Historically and culturally, we often associate the image of a woman with that of a mother, as if the two identities were inseparable. It is even common to hear the saying “a woman without children is like a tree without fruit.” From an early age, when girls are given dolls to play with, they are rehearsing the socially expected roles for women of mothers and caregivers. They however, are not given a chance to make a personal decision to have children or not.

- ⊙ Most people have been raised under the influence of a culture which believes that boys and girls need to play with different objects in preparation for their different roles in future. However, for the best results, it has been proved that the games children play should not be dependent entirely on their sex but rather on the level of the child's development to the likely opportunities to develop into responsible adult. For example in fishing community, let both girls and boys play the game of fishing, handling money, duro. And also time for play should be the same for both girls and boys.
- ⊙ Many children's toys are designed with gender in mind they therefore socialize children in such a way.
- ⊙ In many cases parents and caregivers unconsciously play different games depending on what they consider appropriate for boys / girls. This makes the foundation of how boys and girls are socialized. Parents should therefore note that if gender roles are rigidly enacted into play, can foster unequal and unjust relationships later between grown men and women and even be the root cause of violence.
- ⊙ It is important to remain conscious of how boys / girls play and that underlying messages about inequality are not being communicated to children.

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Summarise by emphasising that: Emphasise that if we are to have a happy family, it is important for women and men to move out of their boxes with the attributes that make them better men and women. They also need to learn the attributes in the opposite sex's boxes that are positive. However, care should be taken not to use this as an opportunity to exploit others for instance a man should continue fulfilling their responsibilities even when they learn to practice the positive things from the woman's box. Women also should not use this to disrespect their husbands especially when they become economically empowered.

**Close the activity by highlighting the following points:**

1. *Men and women are born with many similarities but shortly after birth, their family and society define for them the behaviours and attitudes appropriate for males and females.*
2. *Although sex roles (e.g. giving birth, impregnating a woman) do not change over time, gender roles (roles given by society e.g. cooking, washing clothes, carrying babies, risk taking, smoking, working to support the family, ) can be changed.*
3. *We need to take the good attributes of men and women from inside and outside the box if they make us better parents to our children. Sometimes this benefits both men and women.*
4. *Families can be far better and happier if men and women appreciated both the differences and similarities between them. In such families, there is less stress and violence, and there is greater love and respect, especially for fathers.*

## Activity 1.2: Men, Women and Caregiving

**Time** | 40 minutes

### What the facilitator needs to know

- i) It is common to attribute to women the task of caring for people, animals and plants, as well as daily housework. Men are attributed with caring for objects like cars, electrical work in the house, painting the walls, repairing the roof etc, depending on local culture. However, these can be changed to allow men care for these people as well.
- ii) Men's and women's roles have historically been defined dichotomously in terms of contrast i.e. bread winner, father and carer, mother. These cultural scripts have deeply penetrated society and affect how parenting is understood and performed by men and women.
- iii) There will be resistance from some men and women to attempt to challenge the power they hold. These men and women perceive gender equality and sharing of domestic chores, child care giving and financial contribution to the family wellbeing as a threat to their privileges and an attack on their way of life. Thus, during the discussions, some men and women will resist to change and base their argument on culture. Be patient with them and try using their own responses to help them discover the underlying challenges.

**Objective** | To promote reflection and increase awareness about gender differences in terms of care giving and caring relationships

**Materials** | Two empty boxes such as a shoe box, drawings of people, photos or images, cut out of magazines / news papers of people, objects (radio, phone, machines etc), animals or plants (or toys of such), toys of babies, medicine and drugs, food or related items, flip chart, markers, masking tape

### STEPS

- 1 | Present the two boxes to the participants labeled 'man' and 'woman'.
- 2 | Ask the participants to place in the woman's box pictures/and objects of things that women care for better.
- 3 | In the man's box ask the participants to put pictures/and objects of things that men care for better
- 4 | After they have done this take the pictures/and objects out of the box, one by one, showing them to the group. Ask the participants what they have observed?
- 5 | Facilitate a discussion on why particular pictures/and objects are placed in the different boxes. (e.g. persons, broken objects, electronic equipments etc)  
**Open up a discussion, exploring why;**
  - a) Some types of pictures/and objects are only found in the man's box.

- b) Some types of pictures/and objects are only found in the woman's box.
- c) Some types of pictures/and objects appear in both boxes

#### **Discussion questions**

- a) Do you think that any man or boy could care properly for the pictures/and objects that are in the woman's box? How? And Why?
- b) Do you think that any woman or girl could care properly for the pictures/and objects that are in the man's box? How? And Why?

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**Explain** that as observed, men care for objects more than human beings because they attach a lot of value on them possibly because they spend a lot of money to acquire them. For instance, it is hard for men to value caring for human beings especially their children because from conception, men find it hard to care for their women in things such as escorting them to attend antenatal and postnatal care, or facilitating them with transport, shopping for the new born, taking children for immunization, etc. This is because of the way culture has groomed them. Similarly, women care more for human beings than objects because that is how society has determined what women should do.

However, we can learn to question culture and do things that make us better fathers and mothers to our children.

#### **Close the activity by highlighting the following:**

- 1. Men and women should spend time every day with their children*
- 2. Men and boys are capable of caring for babies and can satisfy all their needs (except breast feeding)*
- 3. Caring roles are currently constructed and passed on to new generations which we can now change in our setting because children belong more to the man's family than the woman's*
- 4. Just like men and boys can care for objects, they can also make a unique contribution by caring for people especially their children*



## Activity 1.3 Home practice:

**Time | 5 Minutes**

**Materials | Flipchart and markers**

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Put up the flip chart that has the written homework and read aloud the home practice exercise to participants as follows:

- a) For men, try to spend time alone with your children at least one day of the week, understanding your children's needs and developing your parenting skills.
- b) Practice a new way of caring for children. For example; bathing the baby, washing the baby's clothes, supporting children with home work. *(If you do not know how to perform this task, ask for help).*



## Session 2: Sharing child care responsibilities



### 2.0: Introduction

**Participants** | Women and Men separately

- Objectives**
1. To understand how the gendered roles affect the lives of women and men, and of girls and boys
  2. To reflect on the time men and women dedicate to caring for their children, and identify how both can be more involved in family life and shape their children's future.

**Duration** | 1 hr. 30 minutes



## Activity 2.1 Home practice:

**Time | 10 Minutes**

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- 1 | Welcome everyone for session three on understanding gender issues.
- 2 | Review homework practice by asking individuals to share their experience [Encourage them to discuss *results, challenges and benefits of trying to spend time with their children and trying out new child caring activities*]
- 3 | If participants had problems, ask others to suggest ways that they might be overcome

## Activity 2.2: Act like a Man/Act like a Woman

**Time** | 30 minutes

### What the facilitator needs to know

- i) This activity is a good way to understand perceptions of gender norms. Remember that these perceptions may also be affected by class, race, ethnicity, and other differences.
- ii) It is also important to remember that gender norms are changing in many countries. It is getting easier, in some places, for men and women to step outside of their “boxes.” During the discussion, ensure to highlight issues to the group why it is easier in some places for women and men to step outside of the box.

#### These could include;

##### Intermarriages and other social interaction

- Efforts of modernization
- Family values
- Education among others

**Objective** | To understand how the gendered roles affect the lives of women and men, and of girls and boys

**Materials** | Flip chart, markers, masking tape and illustration

### STEPS

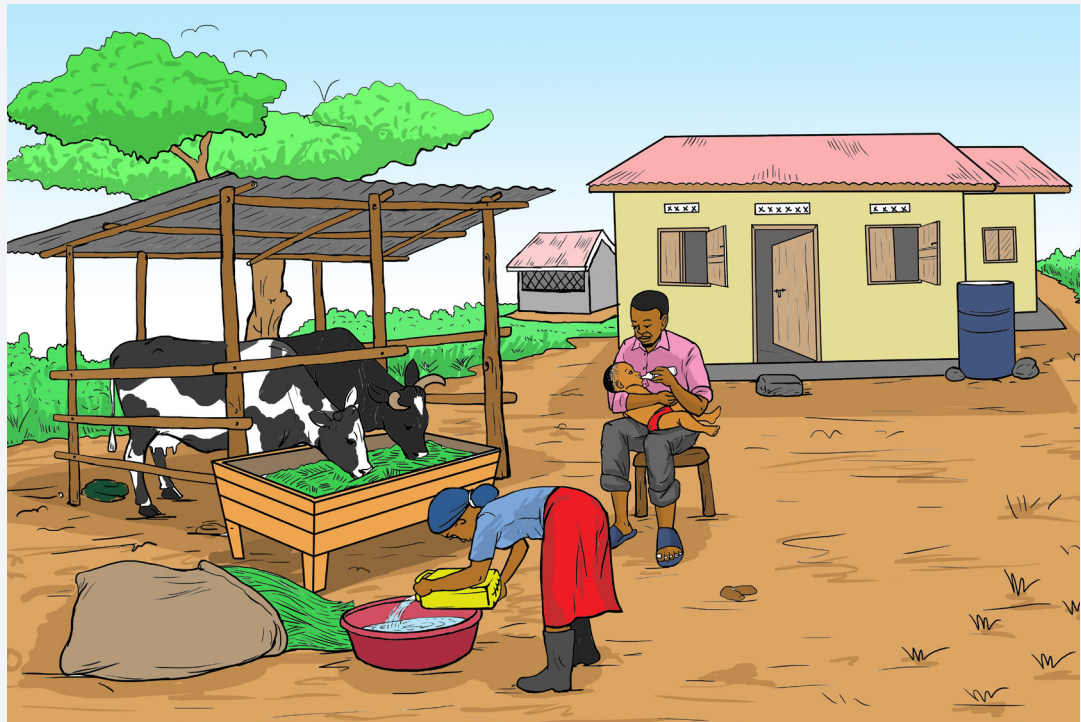
- 1 | Welcome participants to session two and highlight its objectives
- 2 | In a larger group, **ask** the male participants to share their experiences of being told to “**Act like a Man**”. Write down the responses on a flip chart
  - a) **Ask:** “Why do you think they said this?” “How did it make you feel?”
  - b) Now ask the female participants to share their experiences of being told to “**Act like a woman**”. Write down the responses on the flip chart.
  - c) **Ask:** “Why do you think they said this?” “How did it make you feel?”
- 3 | Explain that we will continue to see how society creates very different rules for how men, women boys and girls are supposed to behave. These rules are called “**gender norms**” because they define what is supposed to be ‘normal’ for how men, women, boys and girls “ought to” think, feel, and act.  
  
However, these rules sometimes restrict the lives of both men, women boys and girls.

4 Use these questions for both the men and women. First, relate the questions to the women and later the men.

- a) Which of these messages can be potentially harmful? Why? (*Place a star next to each message and discuss one by one.*)
- b) How do the messages impact on a man's and woman's health and the health of other family members?
- c) What happens to men/boys and women/girl's who try not to follow/conform to the messages? How are they treated?
- d) What things could be changed to make men's /boy's and women's/ girl's lives and the family members better? (As they discuss, challenge participants to insist on promoting the positive attributes they have chosen to practice to make them better men/ fathers and women/ mothers because these, in the long run, will make them and their families, role models within their communities.

5 Next, draw another table that has both a column for men and women. Label it "**Transformed Men/ Women.**" Ask the participants to list characteristics of men/boys and women/girls who do not completely agree to the messages of "act like a woman", "act like a man"

6 **Distribute** the illustration to participants and allow them two minutes to study it.



7 Continue with the discussion by asking the following questions:

- a) Is what we see in this illustration normal for couples to do? Why yes?, why not?
- b) How can we help our children to modify the unfair norms and practices boys and girls are subjected to?

- c) How can you help modify, at community level, some of the unfair norms and practices? (*Expected responses: encouraging education of both girls and boys, teaching both boys and girls to be hard working, humble and respectful*)

**Close the activity by highlighting the following key points**

- 1. As we have seen, many of these differences are constructed by society and are not part of our nature or biological make-up. What is considered appropriate behaviour for women/girls or men/boys is different between countries and cultures and it changes over time. That means, these behaviours cannot be natural, otherwise they would not change*
- 2. Many of these expectations are completely fine, and help us enjoy our identities as either a man/boy or a woman/girl.*
- 3. However, we all have the ability to identify unhealthy messages and the right to keep them from limiting our full potential or of our family members as human beings. As we become more aware of how some gender stereotypes can negatively impact our lives and communities, we can think constructively about how to challenge them and promote more positive gender roles and relations in our lives and communities*

## Activity 2.3: Care giving and fatherhood/ motherhood

**Time | 35 Minutes**

### What the facilitator needs to know

- i) Men can involve themselves in daily child care activities such as feeding a baby, bathing them and still be respected in the community
- ii) Communities should encourage father to be more involved in caring for their children. Children of highly involved fathers or those who intentionally interact with their fathers turn up to be more competent, able to communicate better, demonstrate internal focus and more likely to achieve through education. That means that the child will be able to defend him / her against certain abuses and questions peer pressures before making a decision to be involved.
- iii) This also helps the children to be more confident and give them capacity to defend themselves against abusive relation and thus reduction Sexual and Gender Based Violence.
- iv) Therefore as one ultimate goal is to have children that earn us respect at home and community, committing our self to interact with them at individual level will build their self esteem in addition to what we have covered.
- v) Women are not the only ones who are biologically able to care for their babies when they become mothers. We can provide men with support to help them become better fathers, facilitating a stronger father- baby bond, and making the father's body more open to developing a strong biological and psychological connection with the baby
- vi) It is essential that men devote a significant amount of time on parenting and domestic tasks. Ideally, men and women would devote an equal amount of time, but working conditions and society expectation differences may do not always permit this.
- vii) Equity, understood as fairness in the family, does not always mean equal time spent by a partner on his paid job or household chores; it must take into account the family's situation in line with the individual's time demands. The key is to negotiate, communicate, and to be fair, considering the obligations of each person within and outside of the home.
- viii) As result of gender norms in most societies, couples live in an equal men assigned the role of breadwinners and are not expected to participate in household chores.
- ix) In contrast, women are expected to fulfil the role of motherhood and also be housekeepers. However, the nature of household chores in comparison to breadwinning makes the women overburdened with work. Family members need to reflect on this during the discussions.
- x) Irrespective of the work load, both fathers and mothers should spend "quality time"

with children.

- xi) Men and women should note that the arrival of children, will come with challenges if not well thought through by both partners are abound to affect the quality of their relationship.
- xii) When fathers are involved and present during the prenatal period and birth, the benefits are tremendous.

#### **For the mother:**

- ⊙ Involved fathers contribute to reducing maternal stress during pregnancy.
- ⊙ Mothers who are accompanied during prenatal visits usually attend more of them, compared to mothers who are not accompanied.
- ⊙ When the fathers are present in the delivery room to help the mother, mothers have a more positive experience and feel less pain during childbirth than when they are alone.

#### **For children:**

- ⊙ Infants with involved fathers have better cognitive functions.
- ⊙ Infants with involved fathers more frequently develop into children with high self-esteem who can resolve conflicts without violence.
- ⊙ Children with involved fathers generally have fewer behaviour problems.

#### **For the father:**

- ⊙ Fathers involved in their children's lives are more satisfied and more likely to stay involved.
- ⊙ Involved fathers have better health: they take fewer drugs, consume less alcohol, live longer, and feel mentally and physically healthier.
- ⊙ Some studies show that fathers involved in care giving have more satisfying relationships with their partners, feel more connected to their families and report better sex lives with their partner.

**Materials** | Flip chart, markers, masking tape, dolls, baby sheet and a nappy/diapers

**Objective** | To reflect on the time men and women dedicate to caring for their children, in comparison to each other and identify how men and women can be more involved in family life and shape their children's future.

1 Draw two columns on a piece of flip chart paper

s/n	Women	Men
1.	Looking after children	Looking for money
2.	Digging	Digging
3.	Cooking	Paying school fees
4	Cleaning Home	Building
5.	Washing	
6.	Taking children to school	

2 At the top of first column write 'women', at the top of second write 'woman'. **Ask** participants to think of all typical household duties that take place as shown above on a regular basis and usually performed by a woman, relating to child care, from waking up until going to sleep (from 6:00am-10:00pm). Write them in the first column as they are being said, until the group feels they have exhausted all

3 Repeat the same step for the column 'men', listing activities usually performed by men.

4 **Ask** the participants to count the number of activities that women, men or both sexes normally do.

**Discussion questions**

- a) Who spends more time in a day doing activities that relate directly to child upbringing? How does participation affect parent-child relationship?
- b) What factors contribute to men's limited participation in child care? Are there any fears? What are the benefits of men participating in child care?
- c) What can be done to promote more equitable distribution of labour in the households?

5 Let participants role play two scenarios depicting two different families. (one both husband and wife engaged in childcare and family finances and another family where the roles are distinct father paying bills and mother concentrating on child care and children's well being)

6 Continue the discussion using the following questions (*refer to both role plays*)

- a) How do the women in both scenarios feel?
- b) How do the men in both scenarios feel?
- c) How do the children in both scenarios feel?
- d) What have you learnt from this activity?



**Close the activity by stating the following:**

1. *Most traditional roles associated with being a man or woman prescribe a small role for men in the care of their own children.*
2. *However, fathers who are more involved enjoy more positive relations with their children.*
3. *Men can do many simple things to help redefine their role and build their skills in child care, including:*
  - ⊙ *Spending time talking about each family members' needs and roles*
  - ⊙ *Working together with mothers – everybody benefits when parents work together to maintain the home*
  - ⊙ *Taking responsibility. This involves more than just doing the task. It involves noticing what needs doing, and planning when and how it gets done.*



## Activity 2.4 Home practice:

**Time | 5 Minutes**

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Put up the flip chart that has the written homework and read aloud the home practice exercise to participants as follows:

- a) This week choose one different domestic chore or child care activity each day that you can do together as husband and wife for 3 days. It can be different each day

# Session 3: Greater Gender Equality



## 3.0: Introduction

**Participants** | Women and Men together

- Objectives**
1. To increase awareness of gendered power differences in family relationships and how they are reinforced by society
  2. To encourage men to commit to positive, respectable, notions of 'being a man', e.g. sense of control, commitment to protect and respect in their families

**Duration** | 1 hr. 30 minutes

## Activity 3.1: Review of home practice (10 min)

**Time | 10 Minutes**

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- 1 | Welcome everyone for session three.
- 2 | Review homework practice by asking individuals to share their experience [Encourage them to discuss results, *challenges and benefits of trying to do house chore/child caring activities together*]
- 3 | If participants had problems, ask others to suggest ways that they might be overcome.

## Activity 3.2 The new planet

**Time | 40 Minutes**

### What the facilitator needs to know

- i) In this activity, ensure that for a group of twenty (20) participants, you have a total of twenty (20) cards per right, totaling to 80 cards
- ii) For identity cards, six (6) will be for star, seven (7) for sun, and seven (7) for the moon.
- iii) Power is the ability to influence or control a person/group of individuals to perform in a specific activity.
  - ⊙ **POWER OVER:** implies having control over someone or a situation in a negative way. This type of power is generally associated with a violation of the rights of individuals or groups through the use of repression, force, corruption, discrimination and/or abuse.
  - ⊙ **POWER FOR:** implies the ability to influence one's own life. This type of power involves having the resources, ideas, knowledge, tools, money, and the ability to mobilize oneself and others to do something. A large group of people with this kind of power form "power with".
  - ⊙ **POWER WITH:** implies collective strength – that is, having power with other people or groups and constructing a common goal that benefits everyone. This type of power recognizes and affirms the talents and knowledge of various individuals and is rooted in support, solidarity, and collaboration.
  - ⊙ **INNER POWER:** relates to self-esteem and self- knowledge. This type of power includes the confidence and knowledge of an individual to express and defend her or his rights and have control over her or his life, body, health, sexuality personal and social relationships.

Inner power and power with is rooted in the recognition of one's rights and the rights of others. When we use "Inner Power" and "Power With," we are seeing ourselves as people or citizens with rights, and we are recognizing the rights of others.

Poor power relations can make individuals vulnerable to STIs, HIV/AIDS, and unplanned pregnancy. For example, a woman might not have the power over, when and how sex takes place, whether to use a condom or not among others. This is usually a result of longstanding beliefs that men should be in charge of sexual matters and women should be passive (or that women "owe" sex to men). Or another belief that women owe sex to men.

There is resistance from some men to attempts to challenge the power they hold, especially from men in dominant social groups. These men perceive gender equality as a threat to their privileges and an attack on their way of life. Thus during the discussions, some men will resist to change and base their argument of culture, be patient with them and try use the own responses to help them discover the underlying challenges.

While men as a group do exercise power over women and other men, at the individual level many men feel powerless. Those areas of powerlessness are good components on which to direct the discussion so that they understand the point of fairness to all people irrespective of their sex. Making men more aware of the costs of conventional forms of masculinity, both for themselves and for women and children, is an important step towards challenging gender inequalities.

Everyone can be affected by the abuse of power. However, it mainly affects women, girls, and children.

Abuse of power can make individuals vulnerable to gender based violence and mistreatment, negatively affect couple relationships and relationships between parents and their children.

Men may be willing to change and adopt non-violent approaches to demonstrating manliness in relationships between parents and their children and at home.

However, often the unquestioned assumptions about appropriate male and female behaviour, men's desire to assert control and their fear to lose male respectability in the family and society greatly undermine their efforts.

However, men can choose to build a culture of respect in their families. They can use their leadership role to build a positive image of a real man by showing love to his family, setting clear rules, advise and supporting his spouse and children, thereby becoming a respectable role model to his family and society.

### Objectives

1. To increase awareness of gendered power differences in family relationships and how they are reinforced by society
2. To encourage men to commit to positive, respectable, notions of 'being a man', e.g. sense of control, commitment to protect and respect in their families

### Materials

Flip chart and markers, rights cards for physical safety, respect from others, opportunity to make own decisions, control over your sexuality for each of the participants and identity cards.

## STEPS

1

### Explain that:

- a) In the next 1 hour we will play a game/activity called the **New Planet**
- b) The objective is to raise awareness of the existence of gendered power imbalances in family relationships and their impact on individuals
- c) We will also learn how men can maintain their sense of control and respect in their families without being violent
- d) Then we will discuss the benefits of committing to positive, respectable, notions of being a man.

2 (Read/explain the following instructions to participants before starting the exercise)  
We will all become citizens of a new planet. We are happy and friendly people, with equal rights for everybody

3 We will do one thing all the time “Greet each other”

4 We also listen to and seriously follow the laws of the land

5 As citizens of this planet, you each have the right to four things – **Physical Safety, Respect from others, Opportunity to make own decisions, Control over your sexuality.** So each participant will pick 4 rights cards.



6 Walk around the room and introduce yourselves by name to everyone, one by one. If you meet someone for the second time you should add new information about yourself – i.e. where you live, children etc.

7

**Continue by announcing:**

**Law 1:** Fellow citizens, you will now be divided into three groups: **The Sun, The Moon** and **The Stars**. You will each pick a card representing one of these groups; it is called your **“Identity Card.”**



8

Continue moving around and greeting. If ***I clap my hands*** while the Sun and the Moon are greeting each other, the Sun can **take one** of the Moon’s four rights because the sun has power over the moon. This will continue until there are no rights left. *(The stars can continue talking to each other silently about what is happening with the moon and the sun but not to interfere)*

9

If the Moon has no more rights left, the Sun can take the Moon’s Identity Card.

10

If the Moon loses their Identity Card, they must **stand frozen** in one place for the rest of the game.

11

Finally, when the groups are back to their seats **ask these questions** to facilitate a discussion of the key learning points:

#### **THE 'MOONS'**

- How did you feel when you were made the ‘Moons’?
- How did it affect your behaviour and relationship with the ‘Sun’?
- How does being a moon relate to everyday life? *(Encourage participants to discuss real issues in their family where subordinates like children and women are powerless, and even sometimes the men)*

#### **THE 'SUNS'**

- How did it feel when given most power?
- How did you feel taking away the rights of others?
- How does being a sun relate to everyday life? *(Encourage participants to discuss real issues in their family where some people in family have and exercise more power against others)*



**THE 'STARS'**

- a) How did you feel not doing anything?
- b) In our daily lives, are we silent observers of situations in which some people take away the rights of others?
- c) What are the usual barriers to intervening in those situations

*Relate the feelings to every day life of children, wives and husbands in families and how these affect their relationship. You could use local examples of men abusing power by denying their women to work, visit or communicate with their relatives, children experiencing violence as a result of their parents not relating well.*

**Close the activity by highlighting some of the following points:**

- 1) *In our families /communities, there are many unquestioned differences and inequalities between men women, parents and children*
- 2) *Abuse of power can make individuals vulnerable to gender based violence and mistreatment and this negatively affects family relationships*
- 3) *Men will still be respected as men if they commit to using their power positively by supporting and protecting their family from abuse*
- 4) *Men can choose to build a culture of respect in their families. They can use their leadership role to love, support and advise their wives and children. This can benefit them because they gain more respect in their homes and in the community*

## APPENDICES

### Parenting for Respectability Programme – Monitoring & Evaluation

Date: _____ Parent Session No. _____ No of participants: _____ Facilitator: _____		
/X	<b>Session: Gendered relationships and power</b>	<b>Notes (How is your feelings and comments on facilitation &amp; Participant responses</b>
	<b>Activity 1.0: Introduction</b>	
	<b>Activity 1.1: Understanding gender stereotypes</b>	
	<b>Activity 1.3: Men, Women &amp; Care giving</b>	
	<b>Activity 1.4: Home Practice</b>	
	Final remarks	

## Parenting for Respectability Programme – Monitoring & Evaluation

Date: _____ Parent Session No. _____		
No of participants: _____ Facilitator: _____		
/X	<b>Session: Sharing child care responsibilities</b>	Notes (How is your feelings and comments on facilitation & Participant responses)
	<b>Activity 2.0: Introduction</b>	
	<b>Activity 2.1: Review of Home Practice</b>	
	<b>Activity 2.2: Act like a man/Act like a woman</b>	
	<b>Activity 2.3: Caregiving and Fatherhood / Motherhood</b>	
	<b>Activity 3.4: Homework Practice</b>	
	<b>Final remarks</b>	

## Parenting for Respectability Programme – 2017 Monitoring & Evaluation

Date: _____ Parent Session No. _____		
No of participants: _____ Facilitator: _____		
/X	Session: <b>Greater Gender Equality</b>	Notes ( <b>How is your feelings and comments on facilitation &amp; Participant responses</b> )
	<b>Activity 3.0: Introduction</b>	
	<b>Activity 3.1: Review of Home Practice</b>	
	<b>Activity 3.2: The new planet</b>	
	<b>Final remarks</b>	



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