

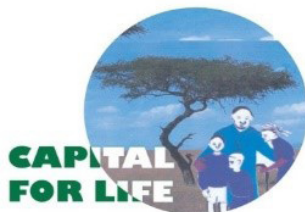
Parenting for Respectability PfR

MODULE FOUR: SPOUSAL RELATIONSHIPS



SEPTEMBER 2020

Project Partners



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 programme

SVRI - Sexual Violence Research Initiative

UK - United Kingdom



Acknowledgment

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Spousal Relationships



Marital interactions and spousal relationships have a significant correlation with prevention of violence against children. Engagement of women and men in parenting programmes and credit groups helps them to gain acceptance of mutual relationships; mutual participation in raising of children in such a way that prevents violence. Both women and men can adopt non-violent means of resolving conflict without losing respect. This module aims at building/strengthening marital relationships in order to promote good parenting. It addresses issues regarding communication, spousal violence and resolving conflict

Overall goal

The overall goal of this module is to improve marital relationships in order to promote good parenting.

Expected outcomes

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

- i) *Improved communication between spouses*
- ii) *Reduced incidences of violence between spouses*
- iii) *Reduced excessive use of alcohol/drugs*
- iv) *Improved constructive ways of resolving disputes among spouses*
- v) *Improved hygiene among spouses*

Session one (mixed): Impact of parental and spousal conflict



1.0: Introduction

Participants

Women and Men together

Objectives

1. To reflect on own experiences of partner conflict and explore common causes of conflicts.
2. To discuss the issues for which fathers and mothers tend to have different perspectives regarding raising their children.
3. To identify how those differences might affect parenting.
4. To agree on how to resolve differences about parenting roles in order to parent as partners for proper growth of children.

Duration

1 hr. 30 Minutes

Activity 1.1: The Violence around Me

Time | 45 minutes

What the facilitator needs to know

- 1) Parental or partner violence (domestic violence) is a common problem in our families/community.
- 2) Violence is deeply rooted in unequal social and power relations and assumed as 'natural' or 'normal' part of men and boys, women and girls.
- 3) However, violence is a learned behaviour – boys and men are often raised to think that violence is an acceptable means of maintaining control particularly over women and children, resolving conflicts or expressing anger.
- 4) It can be very difficult for women and children who suffer violence to speak out and seek help. Some of them may fear that the person inflicting violence may revenge if they seek help.
- 5) Violence, especially the most severe forms, does not only have negative and lasting effects on the victims, but it also undermines the integrity, respect of, and love to the person causing it to others. Witnessing or suffering conflict/violence in childhood also teaches children to associate anger or rage with violence later in life.
- 6) We all get angered but anger should not lead to violence. We have a responsibility to control ourselves when we feel angry.
- 7) To construct healthy non-violent respectful relationships with spouses and/ or children fathers/mothers should consistently practice to:
 - ⊙ Listen carefully to the other party
 - ⊙ Be patient and stay calm
 - ⊙ Agree to disagree
 - ⊙ Set realistic rules, communicate them clearly to family and stick to them
 - ⊙ Allow conversation/ dialogue and negotiate

Objectives

1. To reflect on experiences of partner conflict and explore common causes of conflicts
2. To envision and identify parental or intimate relationships based on respect.

Materials

Flip chart, markers and a case story

STEPS
1

Explain to the participants that the activity will help them explore common causes of conflicts and discuss the consequences of violence on parents and children.

2

Prepare participants to listen to the story (*this needs everyone to be very attentive and listen carefully*)

3

Read the story to participants

THE CASE STORY

Susan and her husband John have a son, Henry, who is 11 years old. Henry is very energetic and creative. However, he is often getting into trouble at school. On weekends and even on some school days, Henry escapes from home to watch video in the trading centre. Susan's husband often blames her for Henry's bad behaviour saying that she spends too much time at her job as a charcoal seller in the market, when she should be home more, watching over the children. One day Susan and her husband got into a heated argument and he hit her. He often did so but this time, Susan decided that she could not take it anymore. She lashes out at Henry and beat him up, blaming him for always bringing her problems. A male neighbour passed but did not say anything. As Susan contemplated leaving, she thought about her children and got discouraged, saying the children would suffer without her.

4

After reading the story, **ask** if such a situation is familiar in their community or daily lives?

5

Ask the group to divide themselves into 3 smaller groups and let them discuss the following questions: (*provide 20 minutes for this*)

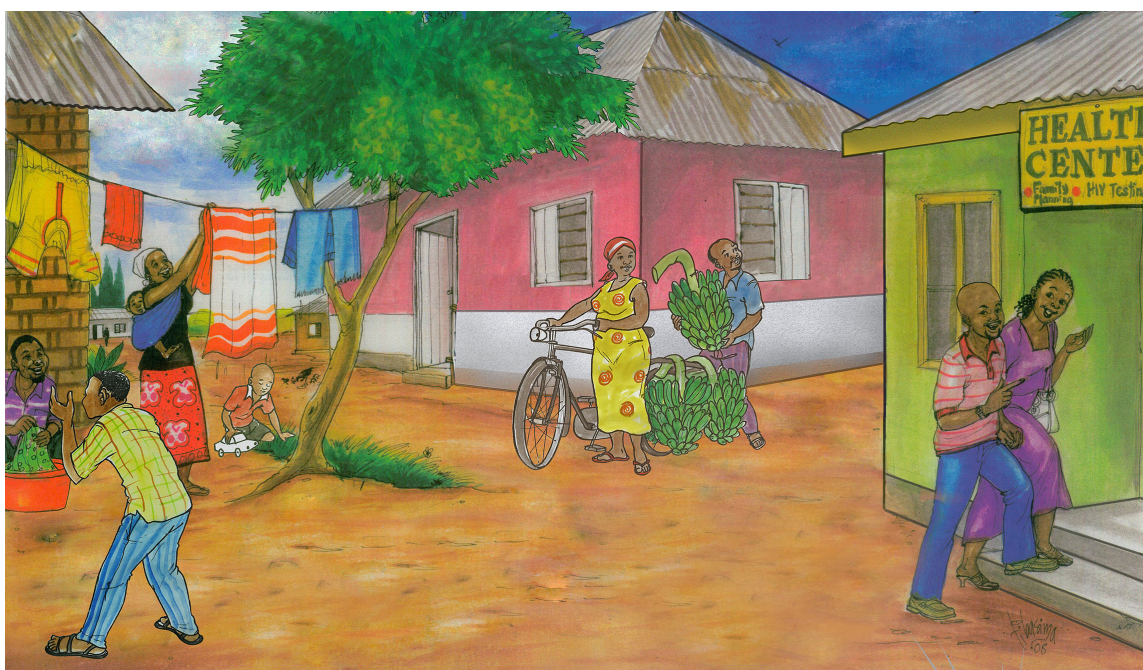
- a) What is the most common type of violence practiced against women? Against men? Against children?
- b) Is there a relationship between power and violence?
- c) What are the consequences of conflict/ violence to the women? To the Child? To the Man? To the Family?
- d) How can we make our own relationships less violent?
- e) Does a man, woman or child ever deserve to be hit, or suffer some kind of violence? Why/ why not? If yes, which kind?
- f) What do we do about the cases of violence in our families/ communities? Are we doing enough? Why/ why not?
- g) What are some of the examples of a healthy relationship? What characteristics make a relationship healthy?

6 After each group has discussed the questions above, let them return and briefly present their views. *(Allow about 10 minutes)*

7 **Encourage** participants to continue reflecting and commit to nonviolent and respectful ways of resolving conflict in their homes *(this should be voluntary and invite participants to learn from each other)*

8 At this point introduce the 'power poster' to facilitate a discussion on positive ways to relate within families and the benefits of this to men, women and children

Picture 1



We respect, value and help each other!

1

We share the work and profits!

2

We take care of our own and each other's health!

3

Power Poster Discussion Questions



- 1) How do you feel about the families in the poster?
- 2) What are the benefits of this way of relating to each other? For Women? For Men? For Children? For Community?
- 3) Can women and men balance power in their relationships like the families in the poster? What are the barriers they are likely to face?
- 4) How can men assert their power in a home positively without losing their respect e.g
 - Encouraging discussions in the home
 - Giving positive feedback
 - Avoid violence as the first option.

9

Discuss also how one can choose not to conform to the socially acceptable negative norms yet remain respected in society.

Close the activity by highlighting some of the following:

1. *Overcoming challenges in marriage can be difficult but the ingredients of a healthy marriage can be learned. If the partners are interested and motivated, a healthy marriage can be built for the benefit of the husband, wife and children.*
2. *To build supportive relationships valued for prevention of violence against children, it is important to focus on our spouse's strengths rather than their weaknesses. Just like the way children help one another during play time, spouses need to find opportunities to support each with a good attitude.*
3. *Both women and men can adopt non-violent means of resolving conflict without losing respect.*

Activity 1.2: Achieving financial and resource management

Time | 55 minutes

What the facilitator needs to know!

- i) The knowledge to be provided during this activity includes practical skills, including how to save, plan, and manage your income, and how to gather information that will support your income-generating activities (farming, poultry, rental, etc). It is important to discuss possible obstacles and challenges that one may encounter while starting an income generating and how to overcome them. Participants should receive practical guidance on how to choose from many possible activities depending on circumstances. Women and men do different things throughout the day. Women often work longer hours when we count both their work at home and their work outside the home, and men sometimes have more leisure time. Many of the activities that consume women's time, however — cooking, child care, and cleaning, among others — are not considered “work” because they are unpaid. Women's time is therefore considered less valuable than men's because they may not earn cash which is not true! When women are involved in earning income for the family, they generally continue to have all of the traditional responsibilities within the home. The perception of women's activities as not valuable, as well as women's limited opportunities to earn an income, results in women having less privileges in the family and the community. In turn, men's roles as the expected breadwinner, authority figure, and protector carry a higher status and give men more power and privileges in society. But these roles also put considerable stress and pressure on men; men who do not have adequate income or employment may believe they are “failures” which is also not necessarily true.

Materials | Flip chart, markers and masking tape

- Objectives |**
1. To identify and discuss family long term financial plan
 2. To discuss the best way spouses can jointly manage family resources
 3. Build participants' skills in determining and prioritising family needs, budgeting and expenditure

STEPS

- 1 | Provide an overview of the objectives of this activity.
- 2 | Ask participants to think quietly about their dreams for their families (*things they desire to achieve, investments to be made, quality of life desired for themselves and their children, health and education of their children*)
- 3 | Invite 3 – 5 people to share some of the reflections they had during the quiet time. (*Give about 5 minutes for this*).

4 Ask participants to think quietly again about the achievements reached during the time they have been married.

5 **Invite 3 – 5 people to share:**
 a) What has enabled you to make the achievements as family/individual members of the family?
 b) What has hindered you from progressing at the level you would desire?

6 Invite participants to join 2 – 3 groups and discuss the following questions.
 a) What makes it difficult for families to make/develop a financial plan?
 b) What is the importance for spouses to understand each other's income and expenditure?
 c) What can we do to improve the way we manage family income and resources?
 d) What lessons can we pick to be able to develop and follow a family financial plan?

7 Invite participants to share their work with the larger group and allow others to comment. (*Allow up to 15 minutes for this*)

8 Now invite six volunteers to perform two role plays as follows;

Role Play One

A family setting and the wife asks for money from the husband to buy necessities for the family such as sugar, soap, salt, cooking oil etc but asks for one item at a time and every time, the husband moves a few metres away and gets money from the wallet without allowing the woman to see what is inside. He gives the money but without contentment and demands for the balance until he gets fed up.

Role Play Two

A family where the husband, the wife and the children have sold their poultry and they sit together to budget for the money. They ask the children (between 10 – 14 years) to identify the family needs and parents support them in prioritising those needs like buys sanitary pads, shavers, underwear etc. They conclude on how much to spend and how much to save.

Use the following questions to continue with the discussion

- a) Which of the two scenarios is most common in your community and why?
- b) In your own view, which of the two scenarios can enable spouses to achieve their family goal?
- c) What are things can we start putting into practice in order to achieve our family financial goal?

9

Explain that:

It's important to set resource goals and work to achieve them as a family. These goals should be part of your financial family plan. The plan can help you determine how soon you can buy assets or do other family investments. When people have specific goals they are working toward each month or quarter, or year, it makes family budget management easier. Spending and saving without a goal in mind, makes it easier to just overspend on a regular basis.

Close the activity by summarising with some of following messages from the discussion. No need to explain all of the points).

1. *Couples/partners need to plan together for their finances to allow family development, contribute to fulfilling the needs to children and in a way prevent abuse.*
2. *Resources/finances can improve the family when being contributed majorly by any of the partners. It does not always have to be the man with the money or the women.*
3. *When you have the money (man or woman) spend it for family with respect because monies change 'tables' – today the woman may have it and the next day the man may have it.*
4. *Ensure that there is an agreement of whether to combine all the family finances / resources or each bring a contribution from their finances or resources into the family basket.*
5. *During planning, recognise that your needs and wants may be different as a couple but be ready to prioritise and compromise some times. You may want to set up a vote/ an allowance to spend on your wants without being accountable to your partner. It's important that both of you agree on the amount and parameters of expenditure.*
 - ⊙ *Listen to your partner to understand what is important to them. You should each have money/resources to enable spending on things that matter most to you as individual.*
 - ⊙ *For example, if your partner loves beer, allow them to have some money for the purpose without constraining the family resources.*
6. *As long as each partner is sticking to the budget guidelines, there is no reason to argue or fight about how that money is spent.*

Activity 1.3: Partnership parenting

Time | 40 minutes

What the facilitator needs to know

- i) This activity gives parents/care givers to put into practice the techniques of resolving disagreements when it comes to parenting. Ensure to allow them enough time to role play the techniques as they receive feedback from their colleagues.
- ii) Ensure also to write the techniques on a flip chart and read and explain to participants how they work.

Materials | Flip chart and markers

- Objectives**
- 1. To discuss the issues for which fathers and mothers tend to have different perspectives regarding raising their children.
 - 2. To identify how these issues might affect parenting
 - 3. To agree on how to resolve differences about parenting roles in order to parent as partners for proper growth of children

STEPS

- 1 | In plenary, **let** participants identify the five most common issues mothers and fathers argue about in regard to parenting. *(Provide some examples like choice of schools, dress code, religion, etc and list these on a flip chart)*
- 2 | In mixed sex groups, let participants identify **five techniques by which a couple can resolve disagreement in a respectful and constructive way.**
- 3 | In plenary, get groups to report back the different perspectives of each sex
- 4 | Write the following techniques on a flip chart. Discuss how realistic each technique is and how it might be made more practical.
 - a) **Ask** to hear your partner's views and listen to them carefully without interruption *(You can provide examples from issues discussed by the group).*
 - b) Identify any aspects of your partner's views with which you agree.
 - c) Ask your partner to hear your own views without interruption
 - d) State your own views firmly, and if possible clarify on how you feel about the issue.
 - ⊙ Try not to blame your partner or list their mistakes.
 - ⊙ Try to have a neutral tone. Do not to be angry.
 - ⊙ Try to use 'I' other than 'you' in your statements to help avoid blaming your partner.

- e) Have a 'problem-solving approach'. Do not try to win the argument with your partner, but try to find a solution you can both agree on.
- f) Don't make threats or provocations
- g) If you feel too emotional/overwhelmed, seek another engagement to distract oneself. Resume the discussion when feelings are calmer.
- h) Try to do at least three positive things to improve/reinforce your relationship every time an issue of disagreement arises.

5

Allow 20 minutes for participants to pair up and come up with 2-3 role plays, to practice the techniques.. *(Let others comment and give feedback)*

Close the activity by highlighting some of the following:

- 1. Taking care of children is a mixture of hard work and love, in which the relationship between parents is very important*
- 2. Parents' styles of parenting are often shaped by the way they were brought up by their parents. The influence of one's own upbringing can be positive or negative.*
- 3. However, parents have to stay tuned to each other and have open communication to discuss how they can share the parenting roles.*
- 4. Always try to present a united front to the children and resolve differences beyond their hearing.*
- 5. Agree on a plan for parenting that both parents believe to be in the best interest of your children, marriage and family.*



Activity 1.4: Home practice:

Time | 5 Minutes

Materials | Flip chart and markers

STEPS

1

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

- a) Try to have a conversation with either your partner or your son or daughters. During this conversation, you may share how you felt when remembering an act of verbal, psychological or physical violence that was done against you.

This would be an excellent opportunity to make a promise within the family that disagreements in the family will always be resolved without using violence and with respect for the other person's right to disagree.

- b) Ask participants to identify two issues in regard to parenting that they have been arguing about and try to resolve them using the techniques learnt.

Session two (mixed): Healthy Marital relationships, sexuality, alcohol and communication



2.0: Introduction

Participants

Women and Men together

Objectives

1. To learn how excessive drinking affects relationships and children
2. To learn how to help partner to reduce alcohol consumption and other socially unacceptable practices/ behaviour
3. To discuss what constitutes a healthy marriage relationship and sexuality

Duration

1 hr. 30 minutes

Activity 2.1: Review of home practice

Time | 10 Minutes

**S
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- 1** | Welcome everyone for session two on improving marital relationships and communication.
- 2** | Review homework practice by asking individuals to share their experience *[Encourage them to discuss results, challenges and benefits of resolving issues with their partners in a respectful way]*
- 3** | If participants had problems, ask others to suggest ways that they might be overcome

Activity 2.2: The drunken boy

Time | 30 minutes

What the facilitator needs to know

- i) In preparation for the role play, the facilitator should take stock of the various alcoholic drinks (**beer, banana beer locally known as tonto etc.**) and other substances (**drugs**) that are known to participants and/or used in their community.
- ii) Using the role play, discuss what is perceived as too much alcohol (in terms of quantity and frequency per day/week/month).
- iii) Traditionally, women have been drunk less than men. But in recent years, the gap has narrowed in relation to how much each sex normally typically drinks.
- iv) Excessive alcohol use has a number of negative effects on men, women, children and their families. The effects can be both indirect and direct i.e. social relational distress and spousal violence, child abuse and neglect and economic consequences to families.
- v) Everyone has to take note and devote themselves to reducing the amount taken or stick to their plan not to start taking it.

Materials | Flip chart and markers

- Objective**
- 1. To learn how excessive drinking affects relationships and children
 - 2. To learn how to help partner to reduce alcohol consumption and other socially unacceptable practices/ behaviour

STEPS

- 1** | **Explain** that this activity is going to help us to reflect and analyse the reasons why people drink and the associated problems.
- 2** | **Explain** that you appreciate everyone in the group for who they are and know that they are people of good character but this activity is to help us become better or deal with some issues regarding drinking that have been challenging us.
- 3** | **Prepare** four volunteers to role play a family where the husband comes home late in the night and finds the wife and children sleeping. Shouts from a distance telling his wife to open the door and serve him food, but also wake up the children to watch him eat.
- 4** | **Ask** the rest of the participants to observe
- 5** | After the role play, ask participants whether such scenarios happen in their community and if possible give an example without mentioning the name

6

Ask participants to join 2-3 groups for 20 minutes and discuss the questions below, and let the group decide on about 2-3 issues they can share with the rest.

Discussion questions

(Facilitator should help the group come up with resolutions regarding these issues)

- a) Why do people drink alcohol?
- b) What are the consequences of over use of alcohol/substances?
- c) What is the difference between healthy (low risk) drinking and drinking that leads to problems?
- d) What are the signs that one is engaged in problematic/excessive/risk drinking?
- e) How does it influence marital violence?
- f) How could you help your partner to control the problem of excessive drinking?

7

When time is up, let participants present their views in plenary for 10 minutes

Close the activity by emphasizing the following points:

- 1. Alcohol and drinking have many different meanings and uses for men and women, including some that are positive and others that are negative.*
- 2. Heavy use/risk drinking of alcohol creates serious problems for individuals, including medical problems and even death, and in families it contributes to violence and conflicts between partners. It also perpetuates poverty (e.g., money spent in bars).*
- 3. In addition, living in an alcoholic family also suggests that children are more vulnerable to child abuse, including incest and being battered. Children who experience violence are more likely to resort to drinking/substance use*

Activity 2.3: Marital Relationships and Communication

Time | 55 Minutes

What the facilitator needs to know

- i) All cultures recognise marriage but due to confusion about the right purpose of marriage, many people are unsure of how to express themselves in marriage relationships.
- ii) But marriage is a gift from God, and the family is birthed from marriage.
- iii) Marriage should not be used as a trap to expose a woman or man or even their children to violence, torture and mistreatment of any kind.
- iv) Sex is safe only within the context of marriage where faithfulness is practiced by both husband & wife. It is like a river which is only safe when its waters are within its boundary. Although there are no firm rules about sex in marriage, it is important to:
 - ⊙ Let your goal be to fulfill your spouse's sexual needs
 - ⊙ Be considerate
 - ⊙ Communicate freely
 - ⊙ Resolve conflicts/misunderstandings
- v) Overcoming challenges in marriage can be difficult but the ingredients of a healthy marriage can be learned. If the partners are interested and motivated, a healthy marriage can be built for the benefit of the husband, wife and children.

Materials | Story, flip chart, markers and illustration

Objectives | 1. To discuss what constitutes a healthy marriage relationship and sexuality

STEPS

1 | **Invite** participants to pay **attention** to the story.

2 | **Read** the following story for the participants:

Story

“But I did not do anything wrong,” insisted Adome when a family member voiced concern over the time he was spending with the girl working in the bar and restaurant. “We are just friends”. In Adome’s mind, he has not crossed any lines because there was nothing much that happened; “I only sometimes tap her behind, just for fun, and I have no problem spending time with someone who cooks and serves us food and beer very well daily.

Adome and his wife Dorotia had been happily married for 5 years having had a very powerful ‘kwanjula’. But his wife is a quiet and shy person at home. She cannot make a conversation and Adome often feels lonely – even when they are together. Dorotia is a good woman and faithful mother who is very strict in trying to raise her 2 two children. However, when it comes to being sensitive to his needs (including bedroom affairs), Adome feels that Dorotia has a lot to learn.

The restaurant girl, however, is a good listener and easily reads Adome’s moods. She is quick to laugh with him and is fun to be around. As the two continued to spend time together, a friend to whom Adome had casually told about the relationship mentioned it to Dorotia, but Adome dismissed her concerns. Dorotia was so disturbed and wanted the matter resolved. So she invited the ‘Ssenga’ for a meeting with them.

3 | **Ask** participants to join 2-3 groups for 20 minutes and each group discusses 2 questions and later share with the rest of the members during the plenary. (**Provide** copies of the story to the groups for reference)

Discussion questions

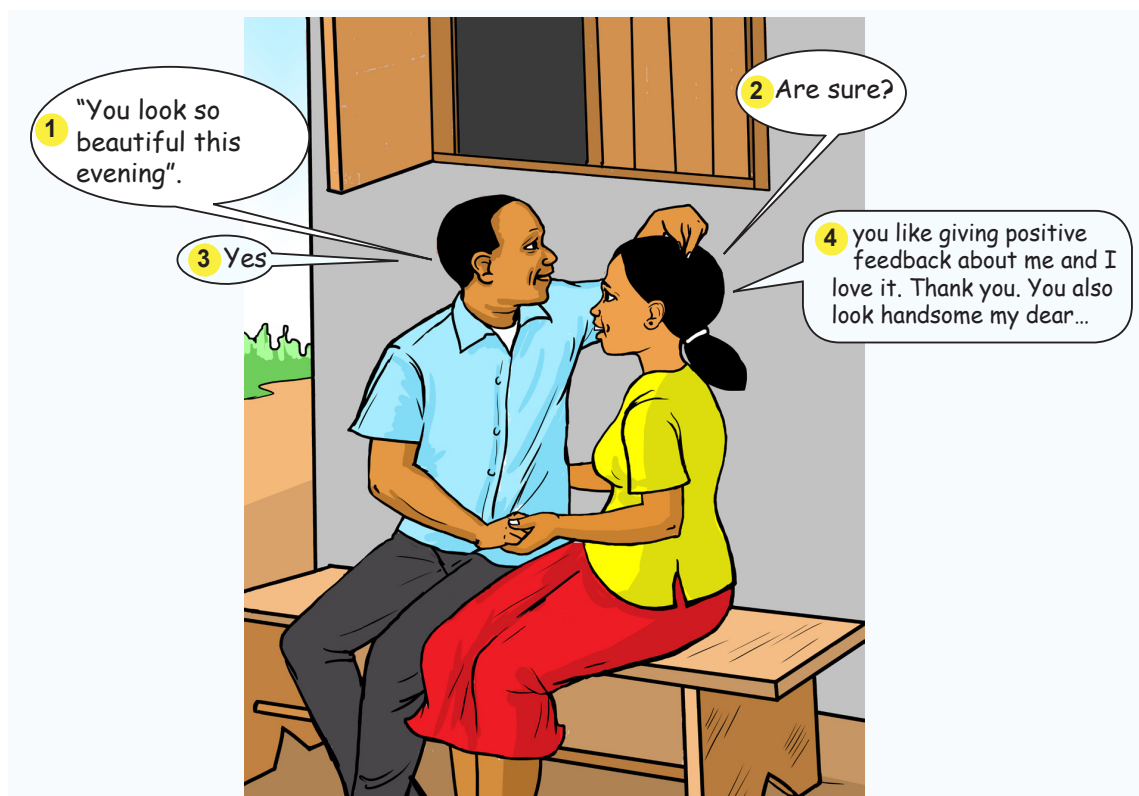
- a) What do you like and do not like about marriage?
- b) Why did Dorotia and the lady at the bar and restaurant relate differently with Adome?
- c) Why is it ok/ not ok for married couples/partners to relate like the couple in the story?
- d) What would make you get fed up of your own bedroom?
- e) How does body hygiene (brushing, shaving, bathing, etc) improve a couple’s sexuality?
- f) How do most married people communicate about matters of the bedroom?

4 After 20 minutes, invite participants back to the main group and share some of their views.

5 **Drawing from the participants' views, challenge participants to think about some of these issues:**

- a) Good personal hygiene is the first step to good health. Habits such as washing of hands, bathing, brushing, flossing are very important.
- b) Its important to treat any existing oral diseases by brushing at least twice a day and seeking medical help.
- c) Regular bath of morning and evening helps to keep us clean, fresh and odor free.
- d) Keep finger and toe nails trimmed and shave regularly.
- e) The meaning of openness and transparency in marriage.
- f) Safety to express feelings and frustrations about one's relationship.
- g) Commitment to making change in one's own behaviour first, rather than trying hard to change the other partner.
- h) Build more trust and loyalty for one's partner.
- i) Focusing on our spouse's strengths rather than their weaknesses.
- j) Your goal in the bedroom should be to fulfill your spouse's sexual needs.
- k) Never to use sex to manipulate your spouse.
- l) Never to use sex to punish your spouse.

6 **Provide** participants with an illustration and allow them study it for two minutes



7

Ask participants what they learn from the picture?

Close the activity by emphasizing the following points:

1. *We need to keep proper communication in our relationship for example, play together, laugh together, consult each other on intimate issues and give each other positive feedback.*
2. *Just like the girl at the bar, we need to understand each other properly as married people so that we can fit properly in each other's life. Know when to give positive and negative feedback but do that with patience and in love*
3. *Marriage expresses complementarity, companionship, motherhood and fatherhood.*
4. *Sex in marriage is an honourable and noble thing. Through marital sexuality, the couple achieves two things 1) procreation, 2) sexual union which strengthens love between husband and wife. Therefore faithfulness is essential to marriage.*
5. *Commitment, communication, marital satisfaction and respect are key elements that sustain a marriage. But infidelity, alcoholism and violence are the worst threats to a healthy marriage*

Activity 2.4: Home practice

Time | 5 Minutes

Materials | Flip chart and markers

STEPS

1

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

- a) If you have a partner, this week discuss with them the goals of your marriage and how to improve marital satisfaction without resorting to blaming one another.
- b) Identify one thing that you would so much like to improve in your marriage and tell your partner how you want to improve it, and try it out.

Session three (Mixed): Reducing parental conflict



3.0: Introduction

Participants	Women and Men together
Objectives	<ol style="list-style-type: none">1. To develop participants skills to express personal issues and listen empathetically2. To improve Participants self awareness and how this affects relationship with partner
Duration	1 hr. 30 minutes

Activity 3.1: Review of home practice

Time | 10 Minutes

**S
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S**

- 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 discuss the goals of their marriage and feelings when discussing how they want to improve things with their partner]*
- 3** | If participants had problems, ask others to suggest ways that they might be overcome

Activity 3.2: Openness, Transparency

Time | 40 Minutes

What the facilitator needs to know

- i) **Transparent paper** represents a marriage where there is open communication and partners know each other very well. A relationship of mutual sharing on which mutual trust can be built for proper human spousal relationship. It is therefore important that partners are as open as possible to each other for more mutual understanding.
- ii) **Translucent paper** represents a marriage where there is little communication and openness about each other. Spouses are always secretive about important issues which would otherwise benefit their relationship. Partners are very secretive and share very limited information this keeps their partners on tension that may generate conflicts. It is therefore important for people to have few secrets and share more information with their partners.
- iii) **Opaque paper** represents the part a relationship where there is no communication and the relationship is too cold! Partners could be living under the same roof and each one does not know what happens in their person's life that lacks communication and trust. However, it is easier to live and work with someone who does not hide too much.

Materials | Flip chart, markers, opaque paper, transparent paper and translucent paper

Objective | To develop participants skills to express personal issues and listen empathetically

STEPS

- 1 | **Provide** an overview of the activity's objective.
- 2 | **Ask** for 3 pairs of volunteers and provide each pair with the 3 different papers/ items below;
 - a) Opaque paper
 - b) Transparent paper
 - c) translucent paper
- 3 | **Ask** each pair to stand opposite each other and let one person hold the paper/ item one at a time
- 4 | **Ask** each person to try and see their partner through the paper/item provided; one at a time and state if they can see the person standing opposite them.
- 5 | After each volunteer has finished, let them share how they felt when they tried to see the other person through the paper/ item.

- 6 | Ask all the participants to relate the feelings to their daily communication with their spouses.
- 7 | Let participants discuss on average the number of marriages for each of the scenarios, (*opaque, transparent and translucent*) and their effects to both parents and the children.
- 8 | Let participants share the lessons learnt from the exercise? (*Write these up on a flip chart*)

Close the activity by stating that:

1. *People relate to each other best when they know and understand each other well.*
2. *People who live, study or work together should therefore know each other well. 'Allowing your spouse know as much information about you as possible put them in a better situation to avoid conflictual situations in your relationship just like the feelings when people were able to see through the transparent paper', For this to happen, people have to be open to each other and relate freely.*

Activity 3.3: Family Life and Communication

Time | 45 Minutes

What the facilitator needs to know

- i) In the diagram, the arrows with the dotted lines show how people usually communicate amongst themselves.
- ii) It is important to find ways to change the situation so that people relate as adults. This can be done when parents build a relationship with their children based on respect. In the same way, leaders should respect the people they lead.
- iii) The arrows with double lines (\Rightarrow) show how the children and subjects rise up by being encouraged to communicate as equals and how the parents and leaders come down to the level of the children or subjects by communicating and listening to them with respect

Materials | Flip chart and markers

Objective | To discuss constructive ways of sharing information to avoid violent situations in relationships

STEPS

1 | Provide an overview of the objective for the activity.

2 | Prepare 3 people in advance to perform the role play

Role Play

- a) *Husband, wife and their son are at home*
- b) *Husband: You, woman, I told you to clean the compound behind the house three days ago. Up to now you have done nothing! I want it done before I come back today, otherwise i will beat you.*
- c) *Wife: But, Sir...*
- d) *Husband (shouting): No excuses, do as I say! (He walks out)*
- e) *Mother (to the son): Why are you standing there? I told you to go and clean the compound before you go to school!*
- f) *Son: But mother, the teacher...*
- g) *Mother (shouting): I said go.....! You would have completed sweeping and even burning the rubbish by now!*
- h) *In pain the son moves to go and start doing the work*

3 | Start a discussion using the questions below:

- a) Have you seen or heard such things in your community?
- b) Why does such a situation happen?
- c) Why is it difficult for couples to express their frustration or anger without using violence?

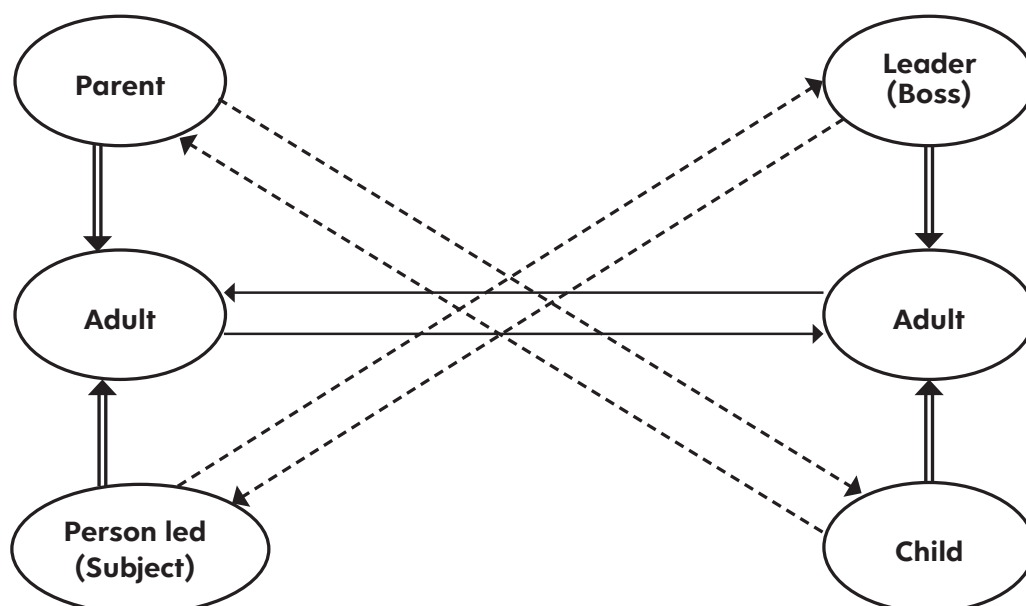
4

Referring to the techniques learnt in activity 1.2, allow participants to role play two scenarios

- A situation in which they disagreed strongly with their child,
- A situation in which they disagreed strongly with their partner on something, but resolved the disagreement without yelling or using violence (*look out for proper communication skills and dialogue... you can re-echo a few statements from the activity partnership parenting which was done earlier*).

Close the activity by drawing and using the notes below it to explain the illustration below.

Relating as Parent, Child or Adult



- Parent represents** interaction with a sense of authority or obligations, trying to make sure rules are followed and people listen to what he or she is saying without questioning, like parents are used to doing with their children. This is similar with leaders or bosses who communicate with those they lead with authority.

Advantages: Sense of responsibility, care and protection.

Disadvantages: Dictatorship and poor listening skills.

- Child represents** spontaneous, emotional or instinctive interaction with others. This is done even by adults when they are dictated to by those with authority and they react like a child (subject).

Advantages: Being creative, having fun

Disadvantages: Being too emotional, unreasonable and reckless;

complaining, and depending on the parent

- **Adult represents** interaction with others by making independent judgements, reasoning and seeking alternative solutions. This kind of reaction can be seen even among small children.

Advantages: being thoughtful, ready to listen to others and being reasonable.

Disadvantages: being too serious, looking for reasons to justify their arguments, failing to relax. It is important for parents to know that each human being including children has these three personalities and they come into play when we are reacting to different situations.

In a marriage relationship, it is good to relate as adults and create opportunities for feedback on every issue. When you relate like a parent, your partner might feel oppressed and belittled because they will just be following commands. This may cause open or silent resistance from your spouse.

It is also good to act childish for a short time in a marriage relationship for fun and relaxation.

APPENDICES

Parenting for Respectability Programme – Monitoring & Evaluation

Date: _____ Parent Session No. _____ No of participants : _____ Facilitator: _____		
✓/X	Session: Impact of parental conflict and Violence	Notes (How is your feelings and comments on facilitation & Participant responses)
	Activity 1.0: Introduction	
	Activity 1.1: Violence around me	
	Activity 1.2: Partnership parenting	
	Activity 1.3: Homework Practice	
	Final remarks	

Parenting for Respectability Programme – Monitoring & Evaluation

Date: _____ Parent Session No. _____		
No of participants : _____ Facilitator: _____		
✓/X	Session : Healthy marital relationships, Sexuality, Alcohol and Communication	Notes (How is your feelings and comments on facilitation & Participant responses)
	Activity 2.0: Introduction	
	Activity 2.1: Review of home practice	
	Activity 2.2: The drunken boy	
	Activity 2.3: Marital relationships and communication	
	Activity 2.4: Home practice	
	Final remarks	

Parenting for Respectability Programme – Monitoring & Evaluation

Date: _____ Parent Session No. _____ No of participants : _____ Facilitator: _____		
✓/X	Session: Reducing Parental Conflict	Notes (How is your feelings and comments on facilitation & Participant responses)
	Activity 3.0: Introduction	
	Activity 3.1: Review of Home practice	
	Activity 3.2: Openness, Transparency	
	Activity 3.3: Family life and communication	
	Final remarks	

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