

FACILITATOR'S MANUAL FOR DISCUSSIONS ON
**GENDER, SEXUALITY, AND FAMILY
PLANNING IN RURAL TANZANIA**

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Introduction

The guidance in this facilitator’s manual was developed by the C-Change project for discussion sessions with community-based mobilizers with Marie Stopes International in rural communities in Tanzania. The sessions were launched in January 2011.

The manual was designed to help facilitators lead a series of discussion exercises with young couples ages 18–35 to increase their use of modern contraception, improve couple communication about sex and family planning, and promote gender-equitable attitudes.

The following assumptions guided the development of the manual:

1. Gender inequality is a barrier to family planning.
2. In today’s world, family planning makes sense for most people, and they will freely choose to practice it if barriers can be overcome.
3. Poor couple communication discourages family planning.
4. Couples who communicate effectively about sexuality are more likely to communicate about family planning.
5. Male dominance and violence toward their female partners is wrong and impedes family planning.

With guidance from skilled facilitators, the discussions in this manual aim to help participants:

- understand that gender is a socially constructed concept and that gender norms can and do change
- think about reasons to practice family planning and the benefits of open partner communication about sex and family planning
- question the validity of male domination and violence in couple relationships
- break down barriers to the expression of healthy sexuality, based on gender equality and communication about sexuality and family planning

Four Sessions of Discussion Exercises

The manual provides guidance for four sessions of discussions scheduled one week apart. Each session takes 3 to 4 hours and comprises a number of exercises. Two facilitators—one male and one female—are required to conduct these sessions. Each conducts the respective men-only and women-only exercises, and they jointly conduct exercises for mixed groups of men and women.

Session 1. Setting the Stage and Exploring the Concept of Gender: Establishes a relaxed atmosphere for free discussions, introduces the idea of gender as a social construct, and examines how it influences power dynamics in partner relationships.

Session 2. Strengthening Demand for Family Planning and Encouraging Responsible Parenthood: Discusses the relationship between family planning and meeting economic needs, examines responsible fatherhood and roles that men can play in support of contraception and family

planning, and identifies strategies women can use to discuss contraception with their partners.

Session 3. Sexuality and Communication about Sex and Family Planning: Discusses sexual pleasure, consensual sex, and family planning, with the aim of breaking down inhibitions about discussing these topics.

Session 4. Communication between Men and Women: Explores different types of communication, encourages non-violent communication about sex and family planning, and reinforces the idea that contraception enhances sexual pleasure.

Information Included with Each Exercise

Each exercise includes guidance for facilitators in a standardized format.

Purpose: Outlines the exercise's purpose and what participants can learn from it. When facilitators begin each exercise by telling participants about its purpose, it helps them understand why they are doing it and what they can hope to get out of it.

Audience: Indicates whether the exercise is best suited for groups of men and/or women only or for mixed groups of men and women. Sessions 1 and 2 are designed for separate groups of men or women, while sessions 3 and 4 are for mixed groups.

Literacy levels: Indicates whether the exercise calls for the reading of a text and what facilitators need to read to participants who have low literacy skills. Most exercises are easily adapted to groups at different reading levels.

Recommended time: Suggests how long the exercise should take, based on past experience, though this will depend on the number of participants and other factors. Exercises are designed to be as short as 15 minutes or as long as two hours. What is most important is that facilitators work at the pace of the participants and allow enough time to complete all the exercises in a session.

Materials required: Lists what materials are needed for each exercise—for the most part, flip-chart paper and markers or pens. Facilitators should feel free to improvise—for example, with chalkboard, chalk, or other materials—if those listed are not available.

Advance preparation: Stipulates what advance preparation is needed before beginning the exercise.

Steps: Comprise a sequential list of instructions for facilitators to follow to obtain best results. Lists of suggested questions are often included. While facilitators are encouraged to use these questions to guide the discussions, they should feel free to add to or to rephrase them, based on the local context. All questions do not need to be discussed, and facilitators do not need to adhere to the order in which they are listed. What is more important is for facilitators to encourage as many participants as possible to express their opinions, but without forcing anyone to speak. Patience is needed, since some participants may be shy or may not feel comfortable discussing these topics.

Closing/Key learning points: Highlights key points that participants should take away as a result of doing the exercise. Facilitators are encouraged to refer to these key points during the discussion and use them in summing up the exercise at the end.

Note for facilitators: Points out important aspects of the exercise, background information, and tips to help prepare for the exercise and lead the discussion more effectively. For all exercises that use flip charts, facilitators need to ensure that all participants can see them and the workspace is organized appropriately.

Session 1. Setting the Stage and Exploring the Concept of Gender

Exercise 1.1: Orientation and Icebreaker

Exercise 1.1: Voting with Our Feet

Exercise 1.3: Introduction to Gender (2 Activities)

Exercise 1.1: Orientation and Icebreaker

Purpose: To introduce participants to each other, establish a relaxed atmosphere, provide basic information about the discussions, and give them a rough idea of what to expect

Audience: Men and women in separate groups

Recommended time: 45 minutes

Literacy level: No reading required

Materials required: Flipchart paper, markers or crayons, tape for hanging the paper

Advance preparation: None

Steps

1. Tape two sheets of flipchart paper to a wall.
2. Welcome participants and ask them to sit in a circle. Tell them the purpose of these sessions is to talk about men's and women's relationships and family planning.
3. Ask them to be courteous to others by always:
 - showing up on time for the sessions
 - switching off their cell phones or putting them in silent mode
 - listening carefully to what others say
 - letting others speak without interrupting
 - speaking loudly enough to be heard when it is their turn to speak
 - respecting other people's answers, even when they think they are wrong
 - maintaining confidentiality
4. Tell participants the following things:
 - Only first names will be used or the names that participants choose.
 - Everyone should feel free to express his or her opinions.
 - These discussions are meant to be lively and fun.
5. Ask each person to say their preferred name and what he or she would have liked to be if not born a human being and why. Write down the names and their choices on the flip-chart paper, e.g., John—sheep; Maria—snake.
6. Ask each participant to express one expectation about the discussions. The facilitator can start by saying, "I hope that we will have fun and learn a lot." Write down what each participant states as their expectation on the flip-chart.
7. Explain that the group will meet four times for a discussion session and that each lasts 3 to 4 hours. State which days they will meet and the venues, and times. Repeat, if necessary.
8. Tell participants about the four discussion topics to be covered by saying the following:
9. "In the first session (today), we will talk about the difference between sex and gender. In the second session, we will talk about family planning and what it means to be a father or

a mother. In the third discussion, we will talk about some of the pleasures of marriage. In the fourth and last discussion, we will talk about how to maintain peace and respect within a marriage.”

10. Explain that there is one important rule to follow: If a person says something personal in the group discussions and does not want anyone to repeat it outside the group, his or her wishes must be respected! By contrast, whatever the facilitator says can be repeated to anyone—in fact, participants are encouraged to discuss these topics with others in the community.
11. Thank everyone for coming.

NOTE FOR FACILITATORS

- The facilitator’s role is to ask questions and encourage participants to think for themselves, rather than providing them with answers.
- Effective facilitators build a team atmosphere where everyone participates.
- It is important to build participants’ confidence and maintain their confidence in the facilitator. One of the ways to do this is to pay attention to the views and opinions of the participants and actively incorporate their comments into activities and discussions.

Exercise 1.2: Voting with Our Feet

Purpose: To help participants recognize and become aware of their own values and attitudes about gender and contraception and encourage them to respect diverse opinions

Audience: Men and women in separate groups

Literacy level: Suitable alternatives are needed if participants are not able to read the words “Agree” and “Disagree.”

Recommended time: 45 minutes

Materials required: Flipchart paper, markers, tape; list of value statements (see below)

Value Statements

- a. It is easier to be a man than to be a woman in Tanzania.
- b. A man is more of a “man” if he has many sexual partners.
- c. It is okay for a man to have sex outside marriage if his partner does not know about it.
- d. It is okay for a woman to use contraceptives without her partner’s knowledge.
- e. Women who wear revealing clothes are asking to be raped.
- f. Women make better parents than men do.

Advance preparation

- Write “Agree” on a piece of flip-chart paper and “Disagree” on another piece. Post these on opposite sides of the room.
- Arrange the room so that there is adequate open space for participants to assemble in the middle of the room and at its opposite sides.

Steps

1. Explain that this exercise will help understand differing viewpoints as well as their potential impact.
2. Ask the participants to stand in the center of the room. Direct their attention to the “Agree” and “Disagree” signs and tell them they will be deciding whether they agree or disagree with statements to be read to them.
3. Read aloud the first value statement and repeat, if necessary. Ask participants whether they agree or disagree with it or if they are unsure of their position. Ask those who agree to stand under the “Agree” sign and those who disagree to stand under the “Disagree” sign. Ask those who are unsure to stand in the middle of the room. Let them know they may move to the other areas of the room if they hear something that causes them to change their minds.
4. After everyone has moved to the area of the room that reflects their opinion of the value statement, invite comments from participants in the other locations. Facilitators should remain neutral, but may provide facts to clarify matters, if needed. If participants switch

positions, ask them what prompted their decision.

5. Repeat this process until all the statements have been read, if time allows.
6. Ask participants to return to their seats and facilitate a group discussion, including by asking the questions below:
 - Which statements, if any, did you find it challenging to form an opinion about? Why?
 - How did it feel to express an opinion that was different from those of other participants?
 - How do you think people's attitudes about these statements might affect the way they deal with men and women in their lives?
 - How do you think people's attitudes about these statements help or do not help to prevent unwanted pregnancies?

Closing/Key learning points

By exploring and becoming aware of our beliefs about sensitive topics, we have a chance to examine them and change as we get new information. Our values and beliefs are influenced by many factors, including family, cultural, and religious backgrounds

We can learn how to respect other people's values and beliefs even if we do not personally agree with them.

NOTE FOR FACILITATORS

- Everyone responds to the value statements based on his or her own beliefs and values. It is important to emphasize that there are no right or wrong answers. The purpose of the activity is to help explore differences where they exist.
- It is important that facilitators remain neutral throughout the exercise and maintain a balance between the different viewpoints expressed.
- Discussion of each statement may have to be limited to comments from one or two participants who represent each of the positions.
- Do not clarify the meaning of the statements, as this may influence the results. Simply read the statement again if participants ask for clarification.
- If everyone agrees with a statement and moves to one side of the room, participants can be asked how a person with the opposite opinion might defend his or her position. Alternatively, the facilitator can step into that spot and defend the position, providing a rationale in a direct and straightforward way.
- If there isn't enough time to read all the statements, ask for reactions to statements a, d, and e.

Exercise 1.3: Introduction to Gender (2 Activities)

Purpose: To distinguish between gender and sex, explore the idea of socially defined gender roles, and recognize gender stereotypes

Audience: Separate groups of men and women

Literacy level: Symbols or pictures representing a man and a woman are required if participants cannot read.

Recommended time: 2 hours for two activities

Materials required: Flipchart paper, markers or crayons, tape, three labels

Advance preparation:

- Divide one piece of flipchart paper into three columns and tape it to a wall. Write “Man” as the heading of one column, “Woman” as the heading of the second, and “Both” as the third heading.
- On one of the three labels write “Male,” on the second write “Female”, and write “Both” on the third. Post the three labels on a wall with space between them.

Steps, Activity 1

1. Divide participants into three groups and give each a large sheet of paper. Ask one group to draw a man, the second group to draw a woman, and the third group to draw a man and a woman. Tape the drawings under the three labels.
2. Ask participants to state what comes to mind when they hear the words man and woman. Write down their responses in the appropriate columns on the flip chart—see examples of words and phrases in the table below. Words describing biological traits are in bold. Facilitators should make sure that some of these words are included.

MAN			WOMAN		
Testicles	Police	No crying	Pregnancy	Cooking	Talkative
Unfaithful	Alcohol	Taking risks	Beauty	Mother	Loving
Strength	Father	Beard	Tidy	Gossip	Sexy
Bread-winner	Power	Dominance	Vagina	Caregiver	Jealous
Decision-maker	Penis	Courageous	Clean	Menstruation	Breasts
Bravery	Businessman		Don't initiate sex	Faithful	Kind
Loud	Violence		Give birth	Tolerant	Generous

3. Ask the following questions if participants don't volunteer many words and phrases:
 - What are some common characteristics associated with men and/or women?
 - What are some good things and bad things that are associated with men and/or women?
 - What are some things that men and/or women do?

4. When the lists have a sufficient number of words and phrases, read them one by one or ask different participants to read them one-by-one. For each word, ask participants to stand under the label to which it pertains—male, female, or both.
5. Ask participants standing under the male and female labels to explain why words that do not represent biological traits belong in these lists and are applied to males and females.

Steps, Activity 2

1. Ask participants to sit in a circle and discuss the following questions—or others about gender that seem more appropriate for the group:
 - Can a woman be a good police officer, engineer, or president? If so, why aren't there more women who are police officers, engineers, or presidents?
 - Can a man cook? Play with children? Why don't more men cook and take care of children at home?
 - What characteristics commonly associated with being a man are seen as positive by our society?
 - What characteristics commonly associated with being a man are seen as negative by our society?
 - What characteristics commonly associated with being a woman are seen as positive by our society?
 - What characteristics commonly associated with being a woman are seen as negative by our society?
 - How do the differences between being a man and being a woman affect relationships between intimate partners?
 - Can it be limiting for a man or woman to be expected to “act like a man” or “act like a woman”? Why?
2. Refer to the lists on the flipchart paper and explain that they illustrate the difference between sex and gender. Sex refers to the biological characteristics (anatomical, physiological, and genetic) that define humans as female or male. Gender refers to the economic, social, and cultural attributes and opportunities associated with being male or female.

Discussion questions

- In our society, who has more power, men or women?
- Is it possible for men and women to change their gender roles? How?
- Are expectations for men and women different than they were when your parents were young? How? Why?
- Are women of today more powerful than women were in the past? Is this good or bad? Why?
- How do you think you might change your behavior as a result of today's discussion?

Closing/Key learning points

Whereas sex roles do not change, gender roles can and do change over time. Ask participants

to discuss if and how their understanding of gender changed after this exercise. Also ask them to state one action or change they will try to take on this week as a result of participating in this exercise.

Congratulate participants on their contributions and encourage them to become more aware of gender roles and expectations in their daily lives.

Session 2. Strengthening Demand for Family Planning and Encouraging Responsible Parenthood

Exercise 2.1: The Relationship Between Family Planning and Meeting Economic Needs

Exercise 2.2a: You're Going to Be a Father! (*for men only*)

Exercise 2.2b: Discussing and Negotiating Contraceptive Use (*for women only*)

Exercise 2.3: Men's Role in Family Planning and Contraception

Exercise 2.1. The Relationship Between Family Planning and Meeting Economic Needs

Purpose: To increase awareness of the economic consequences of having many children

Audience: Separate groups of men and women

Literacy: No reading required

Recommended time: 30 minutes

Materials required: Scissors, paper, pencils or markers

Steps

1. Give each participant two pieces of paper. Ask them to draw on each piece an outline of the land they cultivate or own.
2. Say “Pretend you are Masanja and you have six children. Please cut the land you drew on one piece of paper into six pieces.”
3. Then say, “Now pretend you are Madata. You have two children. Please cut the land you drew on the second piece of paper into two pieces.”

Discussion questions

- Whose children got bigger pieces of land?
- Who has more advantage, the children of Madata or the children of Masanja? Why?
- What will the children of Masanja do to earn their living?

Closing/Key learning points

In recent years in Tanzania, women are having fewer children than they did previously. Many people now want fewer children than their parents and grandparents had. The economic situation in Tanzania has changed, and people see the need to educate their children. People are starting to realize that having fewer children means they will be able to educate them better and give them other advantages.

Thank the participants and congratulate them on their contributions.

Exercise 2.2a. You're Going to Be a Father! (*for men only*)

Purpose: To explore a man's reaction to being told he will be a father

Audience: Men only

Literacy level: If participants cannot read, the three scenarios must be read to the three groups

Recommended time: 90 minutes

Materials required: Paper, pencil or pen

Advance preparation: Write out the scenarios in step 2 on three separate pieces of paper.

Steps

1. Divide the participants into three groups.
2. Distribute the following three scenarios to the three groups or read them aloud:
 - A man had a one-night stand after drinking with his friends. Two months later, the woman calls him on his mobile phone to tell him that she is pregnant and he is the father.
 - A married man with two children receives a call on his mobile phone from a long-time girlfriend who lives in a town he often visits to say that she is pregnant and he is the father.
 - A young couple has been hoping for a child. One day, the woman tells her partner she is pregnant with his child.
3. Ask each group to randomly select one of the scenarios and use it to create a short role-play. They have 10 to 15 minutes to prepare. Each group chooses one person to play the man and one to play the woman.
4. Tell them the plays should convey:
 - the emotions the man feels upon receiving the news
 - what the woman expects from him
 - how he responds to the woman
 - his thoughts and feelings about his future relationship with the child
5. Tell them that each group has 5 to 10 minutes to present the role-play to other participants.

Discussion questions (for the whole group)

- How are the three situations similar? How are they different?
- What are the differences between a pregnancy that occurs during a long-lasting relationship and one that occurs as a result of occasional sex?
- What does it mean to be a father? What are the advantages and disadvantages? What are the responsibilities?
- If you are not living with the mother of your child, what can your role as a father be?

- How would these role-plays have been different if the couple had used a condom or the man had asked if the woman was using contraception?
- Have you discussed family planning with your partner?
- How do the following aspects of culture or life in Tanzania affect a man who wants to be a responsible father?
 - machismo
 - infidelity
 - work
 - money (a lot or a little)
 - pride
- What have you learned from this activity? Have you learned anything that could be applied to your own life and relationships? Is there anything you might change, based on what you learned today?

Closing/Key learning points

A man can have various feelings and expectations about becoming a father. Many of these feelings may be influenced by the society's social norms. Often, men believe that being a father only means that they provide for the child or assume financial responsibility. However, being a father also means talking to the child, conveying knowledge and experience, helping with homework, and other things. A responsible father is involved with his children even if he is no longer in a relationship with their mother.

Thank the participants and congratulate them on their contributions.

Exercise 2.2b. Discussing and Negotiating Contraceptive Use (*for women only*)

Purpose: To explore strategies that a woman can use to talk to her partner about preventing pregnancy

Audience: Women only

Literacy: If participants cannot read, three scenarios must be read to them

Recommended time: 90 minutes

Materials required: Paper, pen or pencil

Advance preparation: Write out the scenarios listed in step 2 on three different pieces of paper.

Steps

1. Tell participants they will be creating three small role-plays about sex, family planning, and fear of pregnancy. There is a couple in each role-play, and a three-year-old child is in one of them. Ask three women to volunteer to be the women in the three role-plays, ask three to volunteer to be their male partners, and ask one to volunteer to be the child.
2. Ask participants playing the man and the woman to pair up in three groups, give them or read them the scenarios, and ask the woman playing the child to join the third group. Allow 10–15 minutes to prepare the following scenarios:
 - The man proposes sex, but the woman is reluctant because she fears getting pregnant. She tries to convince him of the need for contraception. He does not seem to care or does not have correct information about family planning.
 - The woman proposes sex, but the man is worried that she might get pregnant. He has no regular employment, and he tries to convince her of the need to use contraception. She thinks he is not interested in having sex with her because he has another woman. She also has a lot of misconceptions about contraception.
 - The man proposes sex, but the woman refuses, saying the baby is in the room. He asks why she always wants to sleep with a 3-year-old. As he tries to convince her to loosen her skirt, the child starts crying. After he threatens to find another woman to have sex with him, his wife gives in, stating loudly that it is better she accepts this than having him go to another woman.
3. Ask each small group to act out their role plays.
4. After each role play, ask the rest of the group to briefly address the discussion questions.

Discussion questions

- Is this dialogue realistic?
- Who is in control?
- Does the man seem to care whether his partner gets pregnant?
- Can the woman understand whether he wants her to get pregnant?
- Does the woman seem to care whether she gets pregnant?
- Can the man understand whether she wants to get pregnant?

- Is there a risk of an unplanned pregnancy?
- Does the couple have a good relationship?
- What would make this situation better?

Closing/Key learning points

Often women are embarrassed, fearful, or lack the confidence to discuss sex and family planning with their partners. When their partners want to have sex, they may say they are sick or tired, they may pretend to be asleep, or they may keep a small child in bed to discourage sexual advances.

Some men dislike these strategies and become rude or rough with their wives. What these women may not realize is that many men may share their fears about having too many children or spacing them too closely. Some women don't know this because they never discuss these matters with their husbands or partners. In other cases, men are against family planning, but change their minds after hearing what their wives have to say. There is a need for women to learn to express freely how they feel about sex and family planning.

Thank the participants and congratulate them on their contributions.

Exercise 2.3. Men's Role in Family Planning and Contraception

Purpose: To help participants identify roles that men can play in support of their partners' decision-making on family planning and contraceptive use and how men can participate in contraceptive use and family planning

Audience: Men and women in separate groups

Literacy level: If participants cannot read, symbols or pictures representing support and non-support of partners' contraceptive use are used.

Recommended time: 60 minutes

Materials required: Flipchart paper, markers, tape

Advance preparation: Write the heading "Ways to Support Partner's Contraceptive Use" on one piece of flipchart paper and "Ways to Hinder Partner's Contraceptive Use" on another. Tape the two pieces of flipchart paper to the wall.

Steps

1. Divide the participants into two groups. Tell the first group that they will be discussing ways that a man can support his partner's use of a female contraceptive method. Tell the second group that they will be discussing ways that a man can hinder his partner's use of a female method.
2. Ask the first group to sit in the middle of the room, then ask the second group to sit in a circle around them. Then ask the first group to discuss their topic loudly enough for the second group to hear what they are saying. Members of the second group listen, but do not participate in the discussion. Allow 10 minutes for the first discussion.
3. Write down what participants say on the flipchart labeled "Ways to Support Partner's Contraceptive Use."
4. Then ask the two groups to change places. The second group sits in the middle of the room and discusses their topic, while members of the other group listen but do not participate. Allow 10 minutes for the discussion.
5. Write down what participants say on the flipchart labeled "Ways to Hinder Partner's Contraceptive Use."
6. Bring the groups back together and discuss the questions below, making sure there is adequate time to discuss the last question:
 - Typically, how involved are men in decisions about contraception in your local area?
 - What can women do to help men use male contraceptive methods and be more supportive of their partners' use of female contraceptive methods?
 - What can men do, in their different roles in the society, to prevent unintended pregnancies?

Closing/Key learning points

Men can use their privilege and power in several ways to prevent unintended pregnancies.

Their most immediate role in sexual health relates to their own sexual lives. The privilege that men are granted because of their gender gives them power over women in sexual decision-making. With power comes responsibility. And men can use this responsibility to protect against unintended pregnancy. Men also have power in the family, the community, and the workplace. They can use this power to promote contraception, support gender equality, and reduce women's vulnerability. Promoting gender equality must be central to men's roles in the prevention of unwanted pregnancies.

One of the biggest contributions men can make to preventing unwanted pregnancy is to promote gender equality within their families and communities. Women's lower social, economic, and political power is the basis of their greater vulnerability. To take action on sexual and reproductive health, men need to listen to women, act as allies and partners rather than as protectors, and challenge sexist attitudes, behaviors, and policies.

Session 3. Sex and Sexuality

Exercise 3.1: What Is Sexuality?

Exercise 3.2: Why Do People Have Sex?

Exercise 3.3: Sexuality and Pleasure: Alternative Sensual Practices

Exercise 3.4: Consensual Sex

Exercise 3. 1. What Is Sexuality?

Purpose: To break down inhibitions about discussing sexuality and encourage participants to see sexuality in a broader perspective

Audience: Mixed groups of men and women

Literacy: If participants cannot read, a series of words and phrases need to be read to them.

Recommended time: 30 minutes

Materials required: Flipchart paper, pens or markers

Steps

1. Ask participants to state all the words and short phrases that they can think of that are associated with sex and sexual relationships.
2. Write down what they say on the flipchart and probe quickly for more words and phrases.
3. If participants are reluctant to speak up, prompt with examples from the table below, asking participants to respond by saying yes or no. Ask for additions.

Flirtation	Emotional vulnerability	Communication
Condom	Body image	Impotence
Getting pregnant	Withdrawal method	Kisses
Our whole body	Seeing naked men	Erotic and sensual images
Pleasure	Seeing naked women	A tickling feeling when you see someone you like
Ejaculation	Short text messages	Family planning
Sharing	Wearing clothes he likes	Feeling great when we touch each other
Unwanted pregnancy	Love	Communicating with our bodies without words
Touching	Emotions	Sexually transmitted Infections
Females and males	Rape	Advertisements with sexual messages
Sex	Caressing	The way in which we live and feel our sex
Breasts	Vagina	Penis

Discussion questions

- Which words and phrases describe positive things?
- Which describe negative consequences or actions related to sexuality?

Closing/Key learning points

Sexuality is an expression of who we are as human beings. It includes all of the feelings, thoughts, and behaviors related to being male or female—being attractive, being in love, and

being in relationships that include intimacy and sexual activity. Sexuality begins before birth and lasts throughout the course of the life span.

Sexuality has many good aspects, but also can take negative forms. During the rest of this day's session we will explore how maximize the good and avoid the bad and talk about why people have sex.

Congratulate participants on their contributions.

Exercise 3. 2. Why Do People Have Sex?

Purpose: To break down inhibitions about discussing sexuality and understand how gender influences sexuality

Audience: Mixed groups of men and women

Literacy: Words and phrases on a flipchart need to be read to participants who cannot read

Recommended time: 30 minutes

Materials Required: Flipchart paper, pens or markers

Steps

1. Ask the group to answer the following questions:
 - Why do people (both men and women) have sex?
 - Why might men and women prefer not to have sex?
2. List their responses on the flipchart. If participants are reluctant to speak up, prompt with examples from the following list and ask them to respond by saying yes or no. Ask for additions.

Why people have sex	Why people don't want to have sex
Procreation	Tiredness
Desire	Lack of desire
Fun	Impotence
Satisfaction	Sickness
Excitement	Medication
Control	Moral beliefs
Makes me feel like a real man/woman	Religion
Revenge	Parental restrictions
Love	Fear of infections
Boredom	To maintain virginity
Intimacy	Lack of proper sexual partner
Duty	Fear of pregnancy
Curiosity	Fear of the act
For money	Not the right place or time
Habit	Habit

Discussion questions

- What problems may arise between a man and a woman when they have different reasons for having sex?
- What problems may arise between a man and a woman if one does not want to have sex when the other does?

- How do people sometimes use sex or sexuality to influence, manipulate, or control others or get something from another person without their consent?
- What is needed for a good sexual relationship?

Closing/Key learning points

The way we express our sexuality is often determined by our gender. Often men are expected to be sexually promiscuous, while women are often expected to be chaste and deny that they feel sexual pleasure.

In some cultures, there is an erroneous assumption that a woman's or a man's sexuality is uncontrollable, and this can be cited as a reason for rape.

Sexuality is part of life and a human right, as long as there is mutual consent and respect. Sexual rights guarantee that consenting adults can express their sexuality free of coercion, discrimination, and violence. Everyone has a right to say "no" if he or she does not feel like having sex. Even saying no without giving an explanation or a reason is good enough; the right to say no should be respected.

Congratulate participants on their contributions.

Exercise 3.3. Sexuality and Pleasure: Alternative Sensual Practices

Purpose: To break down inhibitions about talking about sexual pleasure and encourage couple communication about sex and sexuality

Audience: Mixed groups of men and women

Literacy: Participants need to be able to read and write.

Recommended time: 60 minutes

Materials Required: Flipchart paper, pens or markers

Steps

1. Explain: “Sex can be a source of great pleasure, and pleasure is one of the primary motivations for having sex. Sex is also the source of human reproduction. Although pleasure is a good thing, sex can have a variety of negative consequences, such as unintended pregnancies. But these risks can be controlled without sacrificing pleasure. When people talk about sexual pleasure, they often think immediately about vaginal, oral, or anal intercourse. While these can all be pleasurable experiences, they represent only a small number of ways people give and receive sensual pleasure. This exercise will explore other ways individuals can give and receive pleasure, often in ways that carry much less risk of unwanted pregnancy and HIV infection.”
2. Divide participants into three teams and provide each with several sheets of flipchart paper and markers.
3. Ask each team to make a list of ways to give pleasure besides sexual intercourse—vaginal, oral, or anal sex. Ask them to list as many as possible, using a comprehensive definition of sensuality—pleasure from all the five senses: touch, smell, sight, hearing, and taste. Encourage participants to be as creative as possible. Any method of providing pleasure to any of the senses counts. Feeding delicious fruit to someone counts! Cooling off someone with a fan counts! Facilitators may need to provide examples and ideas to get the process started.
4. Explain that the teams will be competing against each other. They have 5 minutes to come up with a list of pleasurable activities. The team with the highest number wins.
5. Count the total number of activities for each team and announce the winner.
6. Ask the group to think of other categories for awards, such as the most creative, romantic, or funniest activity. Ask them to nominate some of the activities they listed for additional prizes.

Discussion questions

- How did it feel to do this activity?
- Is it easy for couples to talk about sex and pleasure? If not, are the challenges of talking about sex and pleasure different for men and women? What makes it hard for men to talk about sex and pleasure? What makes it hard for women to do this?
- Why is it important for us to be able to talk about sex and sexual pleasure?

- How can the failure to talk about sexuality and pleasure diminish the pleasure in an intimate relationship?

Closing/Key learning points

At times, sexual intercourse is not desired or is not possible; it is important to keep in mind that there are many other ways to give and receive pleasure. What gives pleasure varies from person to person. Though it may be difficult to do this, it is important to talk to a spouse or partner about one's own preferences and what does and does not give him or her pleasure. Open talk about sex and pleasure can be fun. It is an important part of communication in a relationship, and can help people to be better informed and make better decisions about sex and family planning. Open talk about sex and family planning contributes to a loving relationship.

Congratulate participants on their contributions.

Exercise 3.4. Consensual Sex

Purpose: To identify situations in which consent for sexual activity is not given and identify ways men can better understand when consent for sex is given

Audience: Mixed groups of men and women

Literacy: If participants cannot read, the facilitator needs to read the definition and use symbols or pictures to represent consent, no consent, and not clear.

Recommended time: 60 minutes

Materials required: Flipchart paper, paper or poster board for 3 signs, 10 small slips of paper.

Advance preparation: On flipchart paper, write out the following definition of consensual sex: “Sexual activity that both people want and freely choose.” Make three signs: one with “Consent,” one with “No Consent,” and one with “Not Clear.” Put them high up on a wall at the front of the room, with space between them. Write “Consent” on three small slips of paper, “No Consent” on three small slips, and “Not Clear” on four slips.

Steps

1. Tell the participants that they will be discussing consensual sex, and ask them to define it. After a brief brainstorming, show them the definition on the flipchart—Sexual activity that both people want and freely choose.
2. Ask the group to state why it is important that every human being has the right to consent to sexual activity.
3. Explain that participants will team up as a couple (one man and one woman) to role-play some scenarios. The rest of the group will determine if both of them want and freely choose to have sex.
4. Ask the participants to form couples and choose one of the slips of paper.
5. Disperse the couples around the room and give them 10 minutes to create a dialogue, based on what is on their slip of paper—either they both consent to have sex, one does not consent, or it is not clear whether both consent. The interaction can be nonverbal.
6. Have each pair act out their dialogue in turn.
7. After each dialogue, ask the rest of the group to determine which sign best describes the situation— consent, no consent, and not clear. The group then tells the couple to stand under the appropriate sign. If there is disagreement, ask the couple move from one sign to another and ask why they should or should not be under a specific sign. Participants may want to vote to determine where the couple stands.
8. Continue until all couples are standing under a sign.

Discussion Questions

- For each dialogue where the issue of consent is unclear, what could the man or the woman do to make it clearer?

- What can a man do if it is unclear whether or not a woman wants to have sex with him?
- What can a woman do to be clear if she wants to have sex with the man?
- What are the effects on women if a man forces sex on her?
- How can sex without consent contribute to unwanted pregnancies?
- What can be done to improve men's attitudes, understanding, and acceptance of a woman's right to say no to sex?
- What might you change in your daily life, based on today's discussion?

Closing/Key learning point

Forcing someone to have sex against his or her will is against the law, a form of violence, and a violation of human rights. The consequences for a woman who is forced to have sex can last many years.

Consent is necessary for every sexual contact, even when the man and woman are married or have had sex before. In situations involving violence, women can institute judicial proceedings and issue a restraining order.

Mutual respect and good communication are the best strategies to ensure that sexual relations are consensual and enjoyable for both partners.

Congratulate participants on their contributions.

FACILITATOR'S NOTE:

At least three couples will be required to role-play three different scenarios. If there are not enough volunteers, facilitators should be prepared to role-play different scenarios then lead the discussion.

Session 4: Communication Between Men and Women About Sexuality and Contraception

Exercise 4.1: Communication Styles

Exercise 4.2: Sexuality and Contraception (2 Activities)

Exercise 4.3: Pleasure, Contraception, and Women's Role in Contraceptive Use

Exercise 4.4: Wrap-up

Exercise 4. 1. Communication Styles

Purpose: To understand the differences between passive, aggressive, and assertive communication and recognize and apply assertive and nonviolent methods of communication about sex and family planning

Audience: Mixed groups of men and women

Literacy: a considerable amount of reading is required

Recommended time: 60 minutes

Materials required: Flipchart paper, pens or markers

Advance preparation: On separate sheets of flipchart paper, write definitions of assertive, passive, and aggressive communication:

- **Assertive communication:** Asking for what you want or saying how you feel in an honest and respectful way so it does not infringe on another person's rights or put him or her down
- **Passive communication:** Expressing your own needs and feelings so weakly that they will not be heard
- **Aggressive communication:** Asking for what you want or saying how you feel in a threatening, sarcastic, challenging, or humiliating way

Write out Mary's responses on other sheets of paper (see the next page).

Steps

1. Read the following scenario aloud:

John and Mary have been married for five years. They have three children. Mary does not want to have more children as she fears that their land will not be enough to support the family and that John will have to migrate to another country to make enough money to ensure the family's survival. If this happens, she fears he will get other sexual partners or even another long-term partner who will have children with him; she has heard of this happening for some families. Mary also fears loneliness if John leaves for another country. She could end up having to raise their children alone and cannot figure how to support them.

Mary has wanted to discuss family planning with John, but there never seems to be a right time. They are both so busy taking care of their children and the land. And Mary is afraid to start a family planning method without discussing it with John first. It is late at night and John does what he usually does (takes off all his clothes) to signify he wants to have sex.

2. Ask what Mary might do in this situation and write what participants say on the flipchart.
3. Review the definitions of aggressive, passive, and assertive communication on the flipchart.

4. Ask participants to form three groups. Assign each group to discuss one of the following responses or select three responses provided by participants.

Mary's responses

1. Mary pretends to fall asleep.
2. Mary tells John she doesn't want sex as it only brings pregnancies, pain, and suffering, while he enjoys himself. She tells him that she is not a sex machine just to satisfy and make babies for him. She complains that he never seems to care about her.
3. Mary explains that she does not want to have sex tonight, but would like to discuss family planning options. If John will not discuss family planning, Mary will get a condom or another method from the community-based mobilizer. They will use it until they can discuss their ideal family size.

Ask the group to identify the type of communication Mary used in each of these responses assigned to them.

5. Ask them to answer the following questions and discuss for 5 to 10 minutes:
 - Why do you think this response is appropriate or not appropriate?
 - What may happen as a result of this response?
6. Ask one participant from each group to share how they answered the questions.
 - Record the major points in three separate columns on flipchart paper.
7. Ask for two volunteers who can role-play the scenario in which Mary responds assertively.

Discussion Questions

- How did it feel to think about speaking assertively?
- Would the situation have been different if the roles were reversed—if Mary was pushing John to have sex, and he was worried about contraception? If John took out a condom he obtained from a community-based mobilizer, is Mary likely to accuse him of infidelity?
- Do you think there are differences between men and women that affect how assertive a person is?
- Why is it so hard for some people, especially women, to be assertive?
- How does lack of consensual sex undermine pleasure?
- How can the lack of assertive communication put people at risk for unwanted pregnancies?
- What have you learned from this exercise? What might you use in your daily life?

Closing/Key learning points

By both international and national law, family planning is voluntary. While women are allowed to access contraception without the knowledge or consent of their partners, most would prefer to discuss contraception with their partners and how many children they might want to have.

Although speaking and behaving assertively may not come naturally for some women, it is an important skill to cultivate. Men can help by clarifying their own desires in nonviolent ways and encouraging their female partners to be more assertive. Assertive communication contributes to happy, loving relationships.

Congratulate participants on their contributions.

Exercise 4. 2. Sexuality and Contraception (2 Activities)

Purpose: To reinforce the idea that contraceptive use is compatible with sexual pleasure and may enhance it and promote discussions between couples about sex and contraception

Audience: Mixed groups of men and women

Literacy level: Reading not required

Recommended time: 60 minutes

Materials required: Flipchart paper, pens or markers

Steps for Activity 1 (30 Minutes)

1. Divide participants into two groups and give them 15 minutes to brainstorm all the reasons they can think of to answer the following questions:
 - Why do people use contraception?
 - Why don't people use contraception?

Potential responses

Why people use contraception	Why people don't use contraception
<ul style="list-style-type: none">• Birth spacing• Avoid unintended pregnancy• Peace of mind• Respect for own and partner's body• Partner insists on it	<ul style="list-style-type: none">• One or both partners want more children• High cost of contraceptives (affordability)• Unavailability of preferred contraceptive• Contraceptives not accessible when needed• Fear of contraceptive side effects• Contraceptives are not effective/some don't work• Fear of partner's reaction to suggested use of contraception• Too shy to discuss contraception with partner• Sex was unplanned or unexpected• Interferes with pleasure• Religious reasons• Restrictions from partner

2. If participants don't provide enough responses, facilitators can suggest those listed above. Read the reasons aloud, ask participants whether they have heard them before, and discuss.

Discussion questions

- Are some of the reasons given only by men or only by women? Which ones and why?
- Can contraception interfere with sexual pleasure? How?

- Can contraceptive use increase sexual pleasure? How?
- Is it easy to talk to a partner about contraception? Why or why not?

Steps for Activity 2 (30 Minutes)

1. Tell participants they will conduct role-plays on negotiating contraceptive use and ask them to pair up as couples—a man and a woman.
2. Divide the pairs into two groups and give them two scenarios to role-play.

Group 1: The woman does not want to use contraception because she feels it reduces sexual pleasure. The man must argue why and how using contraception can make sex more pleasurable.

Group 2: The man is upset because his partner was supposed to obtain and start using contraception but failed to do this. He tries to convince his partner to use contraception.

3. Give the groups 10-15 minutes to practice their role-plays. Ask one couple from each group to volunteer to perform in front of the entire group. If time allows, ask more pairs to volunteer.

Discussion questions

- Was it difficult to take on these roles?
- What did you learn by trying to speak from a different perspective?
- What do you think was realistic or unrealistic?

Closing/Key learning points

Sex is natural and nothing to be ashamed of. Couples who can speak openly and explicitly to each other about sex and pleasure will also have an easier time talking about family planning. Use of contraceptives can increase sexual pleasure because there is no need to worry about unwanted pregnancy.

Thank participants for their efforts and congratulate them on their contributions.

Exercise 4.3. Pleasure, Contraception, and Women's Roles in Contraceptive Use

Purpose: To encourage participants to see contraceptive use as a way to make sex more enjoyable and diminish anxiety about pregnancy and counter the view that women who obtain and discuss contraceptive methods are immoral

Audience: Men and women in separate groups

Literacy: If participants do not know how to read, the male and female facilitator needs to read lines for the two role-plays.

Recommended time: 45 minutes

Materials required: Male doll and female doll; scissors

Advance preparation: Cut out the scripts on the resource sheet. Have a female and a male doll ready or arrange for participants to bring them in.

Steps

1. Ask volunteers to hold the dolls and read the lines. If there are no dolls available, ask volunteers to role-play.

Resource Sheet

Act 1	Act 1
Voice for male doll: Let's have sex!	Voice for male doll: Let's have sex!
Voice for female doll: We have enough children. The community-based mobilizer discussed with me how I can enjoy sex with you without getting pregnant. And here is a condom we can use.	Voice for female doll: We have enough children. The community-based mobilizer discussed with me how I can enjoy sex with you without getting pregnant. And here is a condom we can use.
Voice for male doll: Condoms are for easy women. What is my partner, the mother of my children, doing with a condom?	Voice for male doll: Condoms are for easy women. What is my partner, the mother of my children, doing with a condom?
Voice for female doll: (weeps)	Voice for female doll: (weeps)

Act 2	Act 2
Voice for male doll: Let's have sex!	Voice for male doll: Let's have sex!
Voice for female doll: The community-based mobilizer discussed with me how I can enjoy sex with you without getting pregnant. And here is a condom we can use.	Voice for female doll: The community-based mobilizer discussed with me how I can enjoy sex with you without getting pregnant. And here is a condom we can use.
Voice for male doll: Oh, thanks! I did not have time to get condoms from the community-based mobilizer. I too have been worried that we may end up with more children than we can support. Sex is more fun when you don't have to worry!	Voice for male doll: Oh, thanks! I did not have time to get condoms from the community-based mobilizer. I too have been worried that we may end up with more children than we can support. Sex is more fun when you don't have to worry!

Discussion questions

- What do you think of the woman in the role play? Is she justified in what she says?
- What do you think of the first man? The second? Which man is more realistic?
- (For male group) Which man would you like to be?
- (For female group) Which man would you like to have as your partner?
- How can fear of pregnancy interfere with pleasure?
- (For female group) Could you suggest to your spouse that he use a condom? If so, what gave you this sense of confidence and trust? If not, why not?
- (For male group) Could your spouse suggest condom use to you? Why or why not?
- What could make it easier for men and women to discuss with each other how many children they want to have and how they can control the timing and spacing of pregnancies?

Closing/Key learning points

In Tanzania, many women have more children than the number they think is ideal for them. Some people think that good women do not talk about condoms. Since condom use can benefit the whole family, why shouldn't women talk about it? Besides, there are many other contraceptive methods to choose from.

Some people prefer a method they don't need to think about every day or every time they have sex. Community-based mobilizers and health personnel in clinics can talk to you about your situation and preferences. They can explain the different family planning options and where to get them.

Thank the participants and congratulate them on their contributions.

Exercise 4.4. Wrap-up

Purpose: To thank participants, say goodbye, and get their suggestions for improving the manual and the sessions

Audience: Mixed groups of men and women

Literacy: No reading required

Recommended time: 15 minutes

Materials required: Paper and pen or pencil for facilitators to take notes given to the program coordinator

Steps

Ask participants to sit in a circle, thank them for coming, and congratulate them on their contributions to discussions.

1. Ask the following questions:
 - What things did you learn in the four sessions?
 - What things did you like?
 - What things did you not like?
 - What would you change to make the sessions better?
2. Tell participants that what they say will be used to make any changes needed.
3. Invite one woman and one man to make brief closing remarks on behalf of all participants.
4. Thank them again and wish them well. Say something like “Thanks again, goodbye, and best wishes for the future to all of you and your families. Remember that your community-based mobilizer is available to help you learn more about family planning methods and explain how you can get access to them.”

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