



Tools to Build African-Australian & CaLD Men as Leaders in the Prevention of Domestic Violence Project

WORKSHOP: GENDER AND VIOLENCE

1.5 – 2 hours in total

By the end of this workshop, participants should be able to:

- Understand more clearly the impact of domestic violence on men, women and children
- Be more aware of the actual and potential role of men in preventing violence against women.

Make sure you have the following for this session:

- Flipcharts
- Marker pens
- Masking tape
- Papers and items to support the activities
- Five large cards or pieces of paper with the following written on each - STRONGLY AGREE, STRONGLY DISAGREE, AGREE, DISAGREE and DON'T KNOW
- Action sheets – either written on a large sheet of paper or on individual hand-outs (see last activity)

Activity 1: Icebreaker: Mirror image

15 minutes

- Ask participants to sort themselves into pairs. Each pair decides which one of them will be the 'mirror'. This person then copies (mirrors) the actions of their partner.
- After 3 minutes, ask the pair to swap roles so that the other person can be the 'mirror'.
- Once everyone has had a turn, bring the group together and ask how they felt doing the exercise. Was it easy to copy the other person? What made it easy and what made it hard to follow the other person?
- Introduce the topic and objectives of the workshop.
- Highlight that young people often mirror what they see happening at home or elsewhere. As parents, guardians, teachers and leaders in our community, what we do affects what young people do. However, it is not just young people who 'copy' the actions of others. As adults we also do the same, and sometimes this leads to certain behaviours becoming normal, whether they have good outcomes or not!

Activity 2. Violence against women in daily life

75 minutes in total

Key message: Domestic violence is always wrong, and always the fault of the perpetrator!

Step 1. 15 minutes

Let the participants know that you want them to reflect on the following question in silence for five minutes.

- What are the different ways that you, and/or other men that you know, control women in their daily lives?

After 5 minutes, invite people to share their responses with the larger group.

Step 2: 30 minutes

1. Divide the large group into smaller groups of 4 or 5; give each group large sheets of paper and felt pens.
2. Each group to appoint one member to record responses to the questions and then to report back to the larger group after the exercise.
3. Ask the groups to respond to at least three of these questions in 15 minutes – 5 minutes for each question (assign questions to different groups).
 - What types of behaviours do men use to intimidate their women partners and make them fearful and compliant?
 - What do women have to do on a daily basis to protect themselves from these behaviours?
 - What do women lack in order to be able to protect themselves?
 - How easy would it be for a woman to leave a violent relationship and why?
 - What effect would hearing or seeing domestic violence have on the children involved?

In the larger group, ask the reporter from each group to briefly share their answers to the allocated questions (15 minutes) and to build onto each group's answers.

Step 3: 30 minutes.

Then ask each of the small groups to appoint another reporter and discuss the following questions (write these out on a flipchart or board) for 15 minutes:

- On reflection, how has the learning in this workshop made you think differently about relationships between men and women in your culture? What has changed?
- How does violence perpetrated by men toward women damage men's lives as well?
- What do you think you can do as an individual or a group to create a world in which women and children don't live in fear of men's violence?

Bring the small groups back together after 15 minutes and ask the reporter from each group to report back the group's responses to the questions.

Activity 4: Reflections and Actions

15 minutes

‘Commit to taking action’ – What does statement this mean for you?

Use the Action Chart to write down ideas for actions to take to ensure that men and women are more involved in helping to prevent domestic violence in their communities.

Let the group reflect on the session’s key message:

Violence is always wrong and is always the fault of the perpetrator!

The Action Chart should include the following:

- Actions that I can take:
- Actions that we can take as a group of men:
- Actions that others should take (say who)

This can be on a large sheet of paper taped to the wall and each person asked to write something under each heading OR each person can be given a sheet of paper with the three headings and invited to write something under each heading to keep themselves.