

# THE NUTRITION SENSITIVE AGRICULTURE PLUS GENDER TRANSFORMATIVE APPROACH FACILITATION TRAINING CARDS



LESSON 1: THE INTRODUCTION SESSION: EXPLORING GENDER



**By end of this session, participants will be able to:**

- Understand the overall purpose of these Nutrition Sensitive Agriculture + GTA sessions.
- Understand how to promote trust and respect in the group. Understand the values of their fellow group members when it comes to gender.

**Recommended Time: 2 hours**

**Materials:**

- Documentation Tool for NSA + GTA Sessions
- Flipchart and markers

**Facilitator Notes:**

- The main challenge in this session will be to promote a safe space where participants feel comfortable sharing their feelings and experiences. The best way to promote this safe space is through the development ground rules (in Part 3). Take time to remind participants of these rules at any point in this or any future sessions.
- At the same time, if a participant verbally assaults another participant, or speaks out of turn, do not hesitate to intervene while reminding the group of the ground rules that they all agreed to. In general, remember that the sharing of participants' experiences is the most important ingredient for the success of these groups. They are more likely to change their attitudes and behaviors when they are sharing and analyzing their own experiences and those of others rather than passively listening to the facilitator. Do not be afraid to "step back" and let the participants discuss issues freely.

**Preparation:**

- Pick an area in the community where participants can comfortably sit down in a circle to make everyone feel equal and their opinions are valuable and respected.
- Invite the head chairperson or another important community leader to welcome the group to the first Nutrition Sensitive Agriculture + GTA session.
- On three separate sheets of paper, draw three faces: one sad face, one happy face, and one confused face. Hang these on the wall. Alternatively, draw the faces on a dirt floor in different areas of an open space.

**Steps to Running the Group**

**Part 1 – Welcome the Group! (15–30 minutes)**

1. As group members arrive, greet them warmly and thank them for coming.
2. Once everyone has arrived, fill out the NUTRITION SENSITIVE AGRICULTURE + GTA Documentation Tool with the list of attendees.
3. Ask the invited community leader to welcome the Nutrition Sensitive Agriculture + GTA group members and speak about the importance of working with both men and women in promoting gender equality and family well-being.
4. Thank the leader for coming.
5. Explain that these additional group sessions – called Nutrition Sensitive Agriculture + GTA – are special because members will discuss how to create communities based on equality in the household and respect. Participants will discuss on the importance of working together as women and men.
6. Ask if any members have questions about the purpose of Nutrition Sensitive Agriculture + GTA.
7. Explain the objectives of today's session.

**Part 2 – Ice Breaker Activity, “Who, Like Me?” (10 minutes)**

8. Use the activity, “Who, like me...” as the first exercise of the session, which is performed as follows:

- Have all participants stand up and form a circle.
- Explain that spontaneously, one by one, participants can move to the center of the circle asking the question, “Who, like me...?” They will complete the question with a detail about their family situation or another personal detail. For example, “Who, like me, has two children?” In this example, all men and women who also have two children would join the person in the center of the circle.

9. As facilitator, start the activity from the center of the circle by asking the question, “Who, like me...?”

10. Encourage others to move to the center and ask their own questions, “Who, like me...?”

11. Thank everyone for participating and ask them to sit back down.

12. Explain that in this community, men and women have more similarities with each other than differences. In these Nutrition Sensitive Agriculture + GTA sessions, personal experiences and stories will be shared. For this reason, it is important to establish ground rules, so everyone knows how to respect each other in the group.

**Part 3 – Establishing Ground Rules (15 minutes)**

13. Write the following ground rules on a piece of flip chart paper and explain the importance of each one to the group:

- confidentiality – What is said in this group, stays in this group.
- use only “i believe/i think” statements – Do not assume that your viewpoint is shared with everyone else in the group.
- Practice empathy – Put yourself in the other person's shoes.
- Speak one at a time – Do not speak over each other. Everyone's viewpoint is important, so we need to make sure everyone is heard.

14. Ask the group, “What other ground rules should the group have to create an atmosphere of openness and respect?”

15. Write these on the flipchart paper.

16. Ask if anyone disagrees by raising his/her hand. If someone feels uncomfortable ask him/her how they can change the rules to make them feel more comfortable.

17. Hang the ground rules where everyone can see them. Explain you will refer back to them at the beginning of every session.

**Part 4 – Gender Equality Values Clarification (1 hour)**

18. Explain to the group that you will read aloud a few sentences one by one. After each sentence is read, they should walk to the side of the space that best represents what they think. If they agree with the sentence, they should walk to the side with the “happy face.” If they disagree, they should walk to the “sad face.” If they're unsure, they can walk over to the “confused face.”

LESSON 1: THE INTRODUCTION SESSION: EXPLORING GENDER (CONTINUES)



19. To begin, everyone should stand in the middle of the room.
20. Read out any one of the sentences below. Repeat it to make sure everyone understood.
  - “Men should be leaders of the home.”
  - “A man should feel ashamed if he cannot earn enough money to support his family.”
  - “A woman’s main role is to take care of the home and family.” “Real men do not cry.”
21. Ask people to think about the sentence and then walk to the side that best represents their answer.
22. Once everyone has chosen a side, give them a few minutes to discuss their responses.
23. Do not respond to their statements with your own opinions. Just listen. However, do look for patterns in the responses. For example, do men tend to answer one way and women another? Share these observations with the group and ask them why they think men and women might have different opinions (or some groups of men think one way and another group of men think another). Encourage participants to pose questions to those who have opposing views.
24. After each side has had a chance to explain their responses, ask if anyone would like to change their answer. If anyone decides to change sides, ask them what led them to change their mind.
25. Repeat steps 19 to 24 as time allows.
26. When time is up, ask participants to sit back down in a circle so you can share the key closing messages.

#### **Homework Assignment**

- Share one to two things you learned today with one other person either in your family or a trusted friend. Also, consider starting a discussion about gender values with other peers and share any new viewpoints you gained while in today’s session.

#### **Facilitator’s Closing Messages**

- It is important to think more deeply about many of the statements discussed today, such as, “To be a man you have to be tough” or “Women’s main role is to take care of the home and family.”
- These beliefs can harm the well-being of a family and impact how much they can prosper.
- On the other hand, other ideas about manhood, such as being responsible and respectful, are good ideas that we want to pass on to our own children and family members.
- In this session, we also established rules for respecting each other and confidentiality. We will review these rules every session to build trust and safety in the group.

## LESSON 2: FAMILY VISIONING - MY FAMILY AND ME IN 10 YEARS



**By end of this session, participants will be able to:**

- Develop long-term shared family visions that they would like to achieve in 10 years
- Understand the importance of working together as a family to achieve those visions

**Recommended Time: 1 hour**

**Materials:**

- Documentation Tool for Nutrition Sensitive Agriculture + GTA Sessions
- Optional: paper and pens/pencils for participants to write down their family visions

**Facilitator Notes: None**

**Preparation: None**

**Steps to Running the Group**

1. Do a quick energizer (5 minutes) with the group.
2. Re-cap the last session by asking members, “What main issues were discussed in the Nutrition Sensitive Agriculture + GTA session last month?” Record these in the Documentation Tool for Nutrition Sensitive Agriculture + GTA Sessions.
3. Ask participants if they completed the homework assignment from the last session. Record these in the Documentation Tool for Nutrition Sensitive Agriculture + GTA Sessions.
4. Ask participants what lessons they learned from the last session. Record these in the Documentation Tool for Nutrition Sensitive Agriculture + GTA Sessions.
5. Introduce today’s session by explaining that the Nutrition Sensitive Agriculture + GTA manual was developed to help households to work together for agriculture production food and nutrition security. However, families must set more specific goals for themselves.
6. Ask participants to close their eyes and think about the following: “Imagine it is 10 years from now. What are the things you hope to have and achieve in that time? For example, is it to have access and ownership to fields? Access and ownership of efficient farming equipments? Who decides what nutrition foods to buy at household level? Where are your children and your partner in this vision? What do you hope for them?”
7. In couples or individually, have participants agree on two or three long-term goals they want their family to achieve. If your group members would like, pass out sheets of paper and pencils so that they write down these goals.
8. Ask participants to take turns presenting their visions – about 5 minutes each.

**Group Discussion**

- What are some of the similarities you noticed between the various family visions? Differences?
- If only one person from the family oversees the major decision-making, how does this negatively impact the family **vision**?
- From your family, who needs to be involved for these visions to be achieved?
- What are the skills and knowledge needed for each family member to achieve these family visions?
- How can we ensure that the voice of every important household member is involved in achieving this family vision?

**Homework Assignment**

- Go home and develop an action plan with the rest of your household to achieve your family vision. Agree on one to two activities you can start doing now to achieve the vision.

**Facilitator’s Closing Messages**

- Everyone wants the best for their families and themselves. This is the main reason why you have joined the Nutrition Sensitive Agriculture + GTA. After the lessons, we expect you to work together as a couple to achieve the family vision. By working together, you can more effectively manage your agriculture resources and decide more wisely how to use them.

## LESSON 3: WHAT IS THIS THING CALLED GENDER?





**By end of this session, participants will be able to:**

- Know the difference between gender and sex.
- Remember how they learned to become men and women through socialization.
- Understand how some gender norms can negatively influence the lives and relationships of men & woman.

**Recommended Time: 2 hours**

**Materials:**

- **Documentation Tool for NSA + GTA**
- **Flipchart and a marker**

**Facilitator Notes:**

Before carrying out this activity, it is important that the facilitator understands the difference between sex and gender.

- Sex is biological. It includes the reproductive organs and hormones – things that we are born with as men and women.
- Gender is how we are socialized – our attitudes, thoughts, and behaviors – based on what society associates with being a man or woman. These characteristics are learned through socialization (i.e. interaction with friends, teachers, family members, religious institutions, politics, etc.).
- Many people believe that gender identity flows “naturally” from biological sex. For example, people in in eastern assume that boys are “naturally” better cattle herders than girls.
- But, they are taught these skills from early ages. For this reason, they are usually better at this task than girls.
- In this session, the group will share personal opinions and attitudes about what it means to them to be a man or a woman.
- It’s important to highlight throughout the activity that many of these characteristics have been constructed by society and are not necessarily a part of a man’s or woman’s biological make up.
- This exercise is designed to help participants question characteristics and roles that are assigned to men and women by society.
- Emphasize that not all characteristics associated with being a man or woman are bad.
- For example, “strong” – a characteristic usually associated with men – can also mean standing up for the rights of others or being strong enough to show affection towards one’s son or daughter despite what others may say.

**Preparation: None**

**Steps to Running the Group**

1. Do a quick energizer (5 minutes) with the group.
2. Re-cap the last session by asking members, “What main issues were discussed in the Nutrition Sensitive Agriculture + GTA session last month?” Record these in the Documentation Tool for Nutrition Sensitive Agriculture + GTA Sessions.
3. Ask participants if they completed the homework assignment from the last session. Record these in the Documentation Tool for Nutrition Sensitive Agriculture + GTA Sessions.
4. Ask participants what lessons they learned from the last session. Record these in the Documentation Tool for Nutrition Sensitive Agriculture + GTA Sessions.
5. Introduce this session by explaining that they will learn about the concept of “gender” and how it affects the lives and relationships of men and women.
6. Draw two columns on a piece of flipchart paper (or two large pieces of paper).
7. In the first column write the word ‘Man.’ In the second column write the word ‘Woman.’
8. Ask the participants to each say a word or phrase that they associate with being a man. Write these in the ‘Man’ column. The responses can be positive or negative. Help the participants name both social and biological characteristics. They do not have to raise their hands; they can say their answers aloud as they think of them.

9. Repeat the same for the column for ‘Woman.’

10. Read aloud the words listed from each column.

11. Cross out the word ‘Man’ with an ‘X’ and write ‘Woman’ and vice versa.

12. Ask participants, “Can a woman also be [Male characteristic]?” Go down the words listed in this column

13. Do the same for the second column.

14. In your own words, explain the following concepts:

- in these sessions, “Sex” means the biological characteristics of men and women. For example, women have a vagina and men have a penis. These characteristics determine whether a person is male or female.
- “Gender” is how we learn to become boys and girls, and then men and women. We all learn from a very early age what it means to be a man and woman. We learn this by talking with our family members and our friends, from television, the workplace, from our culture and history and many other places. Some gender norms are healthy, while others are unhealthy.

**Group Discussion**

- Use the following questions to guide a discussion on society’s expectations of what it means to be a man and a woman. As each person responds, take time to repeat back what he/she said in your own words to make sure you understood what he/she said. Ensure that you give space for everyone to respond, and do not allow one or two people to dominate the discussion.
- What characteristics of how to be a man are viewed as negative by society? Positive?
  - What does it mean to be a (young) woman?
  - What characteristics of being a woman are viewed as negative by society? Positive?
  - If women are beginning to take on positions of power usually held by men, What would it be like?
  - for a man to take on some of the responsibilities or characteristics traditionally assigned to women, such as cooking or showing emotions such as pain and sadness? Would it be easy or hard? Why?
  - How do our family, friends, history, and culture influence our ideas of what it means to be men? To be women?
  - How does the media (radio, television, newspapers) influence the roles men and women should take?
  - How do these expectations affect your daily lives? Your relationships with your partner?
  - How can you challenge some of the harmful expectations from society of what it means to be a man or woman?

**Homework Assignment**

Do one activity outside of your typical gender role. For women, it can be fixing the television or pulling the plow. For men, it can be cooking or feeding the children.

**Facilitator’s Closing Messages**

- Many of the differences between men and women are determined by our society, and not by our biology.
- Starting from childhood, men and women receive different messages from society about gender and how they should act and treat each other. Gender norms can have a negative impact on the lives of men and women. For example, some men expect to be “#1” decide what the household should grow and dominate how household income is spent after harvest without sharing these responsibilities with their partners.
- Other examples include when men are discouraged from sharing difficult emotions such as stress and sadness, or if women are told they can only be involved in certain kinds of income generating jobs. On the other hand, some gender norms are helpful. For example, the rule that married people should only have sex with each other prevents conflict in a relationship and can prevent the spread of sexually transmitted diseases like HIV.
- It is important to define for ourselves what it means to be men and women and change those stereotypes and/or beliefs that are harmful. By challenging the harmful norms, we can improve joint decision making between men and women therefore increasing family well-being in the home.

## LESSON 4: THE GENDER FISHBOWL



**By end of this session, participants will be able to:**

- Through listening, understand how men and women are personally affected by gender socialization

**Recommended Time: 1 hour**

**Materials:**

- **Documentation Tool for NSA + GTA**

**Facilitator Notes: None**

**Preparation:**

- Take care to ensure that the views of women are respected in the mixed-gender group. For many men, this may be the first time that they are actively listening to the voices and experiences of women. Go over the ground rules before starting this activity, emphasizing the importance of respect. Respect is also given by:
  - Keeping phones off
  - Avoiding side conversations
  - Not laughing
  - Staying in one's seat for the entire conversation.

**Steps to Running the Group**

1. Do a quick energizer (5 minutes) with the group.
2. Re-cap the last session by asking members, "What main issues were discussed in the Nutrition Sensitive Agriculture + GTA session last month?" Record these in the Documentation Tool for Nutrition Sensitive Agriculture + GTA Sessions.
3. Ask participants if they completed the homework assignment from the last session. Record these in the Documentation Tool for Nutrition Sensitive Agriculture + GTA Sessions.
4. Ask participants what lessons they learned from the last session. Record these in the Documentation Tool for Nutrition Sensitive Agriculture + GTA Sessions.
5. Introduce this session by explaining that in the last session they explored how gender is learned by interacting with others. In today's session, they will do an activity called the "Gender Fishbowl." The purpose of this activity is for men and women to learn about the others' experiences of what it is like to be a man or woman and how some of these experiences can harm one's own well-being.
6. Divide the men and women into separate groups.
7. Ask the women to sit in a circle in the middle of the room. Ask the men to form an outer circle around the women and sit down facing in.
8. Explain to the group that the women are now the "Fish," and the men are the "Bowl." Say that the "Bowl's" job is to stay silent and listen to the women's answers to the questions below.
9. Once the women finish discussing the questions (below) for about 20–30 minutes, close the discussion. Then, have men and women switch places.
10. Say that the men are now the "Fish" and the women are the "Bowl." Facilitate a discussion with the men using the questions on the next page.

*"Reflect back on your experiences of being " a girl. What was the most difficult part? What did you like?"*

*Reflect back on your experiences of being a boy. What was the most difficult part? What did you like?"*

*"What is the best part about being a Zambian woman? What is the hardest part?"*

*"What is the best part about being a Zambian man? What is the hardest part?"*

*"What do you find difficult to understand " boys and men?"*

*What do you find difficult to understand about about girls and women?"*

*"What is difficult about supporting your partner " in the Nutrition Sensitive Agriculture ?"*

*What is difficult about supporting your partner in the Nutrition Sensitive Agriculture?*

*"What are ways women can support their partners?"*

*"What are ways men can support their partners?"*

11. Reflect on the activity once both groups have a chance to discuss the questions in their fishbowl. Ask the following discussion questions:

- How did it feel being the "Bowl"?
- Men: Did you learn anything new by listening to the women? women: Did you learn anything new by listening to the men?
- Men: Why is it important in our daily lives to "keep our ears open" to women and girls, particularly when looking to improve working together in the field and making joint decision overall well-being of family?
- women: Why is it important to "keep our ears open" to men, particularly when looking to improve working together in the field and making joint decision overall well-being of the family?

**Homework Assignment**

- What is one thing you can do differently to promote equality in your home, particularly with your children and your partner? Do it this month.

**Facilitator's Closing Messages**

- Thank everyone for their meaningful participation and for being respectful to one another. If they were not respectful, remind them of what they can do to improve. Thank the men for keeping their ears open to the women. This is something – men listening actively to women – that must happen more outside of this group, because women provide unique and valuable perspectives.
- Also acknowledge how difficult it is for men to talk openly and share personal experiences because of harmful beliefs about what it means to be a man. Thank them for having the courage to do so. By understanding the feelings and experiences of one another, men and women can work more effectively together to achieve their family visions.

LESSON 5: PERSONS AND THINGS



**By end of this session, participants will be able to:**

- Recognize relationships and power in relationships, reflect on how we communicate and demonstrate power in relationships, and examine the impact of power on individuals and relationships.

**Recommended Time: 2 hours**

**Materials:**

- Documentation Tool for NSA + GTA
- Flipchart and markers

**Facilitator Notes: None Preparation:**

- This exercise may provoke strong feelings, especially from men. This exercise aims to show the extent and impact to which men have power over women (and vice versa), and to promote the practice of shared power in the family.
- The neutral attitude of the facilitator is important. If men react defensively, make it clear that the purpose of this discussion is to explore and learn, not to judge. Be aware that some men may think that they need to have power over women. If this is the case, invite others who may disagree to share what they think. If needed, step in and emphasize that it is important to work together to achieve a world where power is shared and can be used in positive ways within families and between partners.

**Steps to Running the Group**

1. Do a quick energizer (5 minutes) with the group.
  1. Re-cap the last session by asking members, “What main issues were discussed in the Nutrition Sensitive Agriculture + GTA session last month?” Record these in the Documentation Tool for Nutrition Sensitive Agriculture + GTA Sessions.
  2. Ask participants if they completed the homework assignment from the last session. Record these in the Documentation Tool for Nutrition Sensitive Agriculture + GTA Sessions.
  3. Ask participants what lessons they learned from the last session. Record these in the Documentation Tool for Nutrition Sensitive Agriculture + GTA Sessions.
  4. Introduce the day’s session by explaining that today the members will explore the concept of power and what it has to do with gender inequality.
  5. Divide the participants into two groups on each side of an imaginary line. Each side should have the same number of participants.
  6. Tell the participants that the name of this activity is Persons and Things. Choose at random one group to be the ‘THINGS’ and one group to be the ‘PERSONS.’
  7. Read the following directions to the group:
    8. Things: “You cannot think, feel, or make decisions. You have to do what the ‘persons’ tell you. If you want to move or do something, you have to ask the person for permission.”
    9. Persons: “You can think, feel, and make decisions. You can also tell the ‘things’ what to do.”
  10. Note: it may be helpful to have two volunteers to first act out for the group how a “person” might treat a “thing.”

13. Ask the “persons” to take the “things” and do what they want with them. The persons can order the things to do any kind of activity. (Alternatively: the “persons” can direct the “things” with hand gestures or words, using their hand to show they must move ahead or back, or jump up and down, or move to one side, or turn around.)

14. Give the groups five minutes for the “things” to carry out the designated roles.

15. Finally, ask the participants to sit down in a circle and use the discussion questions below to help them think about the activity

**Group Discussion**

- For the “things”: How did your “persons” treat you? What did you feel? Why? Would you have liked to have been treated differently?
- For the “persons”: How did you treat your “things?” How did it feel to treat someone as an object?
- Why did the “things” obey the instructions given by the “persons?”
- Were there “things” or “persons” who resisted the exercise/instructions?
- Connecting to everyday life:
  - In your daily life, do any persons treat you like “things?” Who? Why?
  - In your daily life, do you treat any persons like they are “things?” Who? Why?
  - Why do people treat each other like this?
  - What are the consequences of a relationship where one person might treat another person like a “thing?”
  - How does society or culture perpetuate or support these kinds of relationships in which some people have power over other people?
  - How can this activity help you think about and perhaps make changes in your own relationships? [1] [SEP]

**Homework Assignment**

Make an action plan for one thing you can do differently to avoid treating your partner, your children, or others as “things.”

**Facilitator’s Closing Messages**

- In these Nutrition Sensitive Agriculture + GTA sessions, as well as in our lives in general, it is important to reflect on how the use of power impacts the well-being of women and that of men.
- Power has many different faces and meanings. In and of itself, power is neutral. Each of us has the ability to use power in positive ways – to share it amongst all family members so that everyone can make decisions together. A woman who is dependent on a male partner for financial support might feel that she does not have the power to say no to sex. There are numerous other examples of power relationships in our lives.

LESSON 6: MY PARENTS' IMPACT



**By end of this session, participants will be able to:**

- Reflect on the influences that their fathers and mothers (or other female and male figures) had on their lives growing up, including how to repeat the positive aspects with their own children and avoid repeating the negative aspects

**Recommended Time: 2 hours**

**Materials:**

- Documentation Tool NSA + GTA
- Optional: Paper and pencils/pens Facilitator Notes: None

**Preparation:**

- This activity can have a serious emotional impact on participants and facilitators because violent experiences or other traumatic life events, such as abandonment, may be recollected. Therefore, it is important to give the participants emotional support during this process. Generally, this support can be realized by respectfully listening to the participants, without judging or pressuring them.
- Offer the list of referrals on counseling and other social services to all members after the session is over.

**Steps to Running the Group**

1. Do a quick energizer (5 minutes) with the group.
2. Re-cap the last session by asking members, “What main issues were discussed in the Nutrition Sensitive Agriculture + GTA session last month?” Record these in the Documentation Tool for Nutrition Sensitive Agriculture + GTA Sessions.
3. Ask participants if they completed the homework assignment from the last session. Record these in the Documentation Tool for Nutrition Sensitive Agriculture + GTA Sessions.
4. Ask participants what lessons they learned from the last session. Record these in the Documentation Tool for Nutrition Sensitive Agriculture + GTA Sessions.
5. Explain to the group that like women, men also have the capacity to be loving and involved caregivers for children in the household. However, social and cultural expectations of how to be a ‘real man’ often discourage men from participating in caregiving. These gender norms can often prevent women from participating in income generating activities should they wish to work outside the home.
1. They will now do an activity to reflect on the influence that their mothers and fathers had on them as children growing up. Tell them that in the activity they will think about how they can learn from the positive aspects of their parents in raising their own children and how to avoid repeating the negative aspects.
6. Tell the group that first they will think about the influence their fathers had on them. If someone did not grow up with their father, explain that they can think of another significant male figure from childhood – an uncle, grandfather, older brother, etc.
7. Ask everyone to close their eyes and think about an object or a smell that reminds them of their father. It can be a tool, a book, a piece of clothing, the smell of beer, etc.
8. Tell the group to spend a few minutes focusing on the object or the smell that they identify with their father. What emotions does this object or smell recall for them?
9. After two minutes, ask the group to open their eyes. Tell them to turn to the person sitting next to them and explain the object or smell they identified. Ask them to share how it relates to their father or main male role model from their childhood. Give them 5 minutes to share.

10. Once everyone has finished sharing, read the statements below out loud:

- “One thing that my father did that I want to repeat with my own children is...”
- “One thing that my father did that I do not want to repeat with my own children is...”

11. Then, explain that each person should think about these two statements, imagining how they would like to be in the future. Ask them to share their thoughts with the person sitting next to them. Give them 10 minutes to share.

12. Ask participants the following questions:

- What are the positive things about your relationship with your father that you would like to put into practice or teach to your children?
- Which things would you rather leave behind?
- To men: What do you look forward to in becoming a father? Or what do you enjoy about being a father?
- To women: What do you look forward to in your husband or partner becoming a father?
- How do traditional definitions of what a man should be impact the way our fathers cared for us as children? [An example: the Lozi proverb, “When you have given birth to a male child, you have given birth to something that is going to get rotten.”]

13. Repeat steps 7 to 11, but this time everyone will think about an object or a smell that reminds them of their mother. If someone did not grow up with their mother, explain that they can think of another woman who was important to them during their childhood – an aunt, grandmother, older sister, etc.

14. Ask participants the following questions:

- What are the positive things about your relationship with your mother that you would like to put into practice or teach to your children? Or that you would like your partner/wife to have or to teach your children?
- Which things would you rather leave behind?
- How do traditional definitions of what a woman should be impact the way women are raised and cared for? [Examples: Women are responsible for raising children and doing domestic work; women are weaker, etc.]
- To women: What do you look forward to in becoming a mother? Or what do you enjoy about being a mother?
- To men: What do you look forward to in your wife or partner becoming a mother?
- How can we “leave behind” harmful practices to be more involved and gender-equitable partners? And be more involved and gender-equitable parents for our children?

**Homework Assignment**

- What are 1–2 actions you can do this month to repeat the good practices of your father, mother or significant caregivers from your childhood?

**Facilitator’s Closing Messages**

- Who we are today was shaped by our experiences growing up. But our experiences do not have to determine who we will become in the future.
- Reflecting on our own past enables us to make positive choices for the future by replacing negative attitudes and behaviors with positive ones.
- For men, by participating fairly in the household they not only build more caring relationships

LESSON 7: MY PARTNER AND I - WORKING AS A TEAM





**By end of this session, participants will be able to:**

- Reflect on the amount of time men are devoting to the care and attention of their children and compare it with the time spent by women.
- Understand the importance of a more equitable distribution of housework to enable greater participation in Agriculture and other activities.
- Make one to two commitments to participate more equally in domestic work.

**Recommended Time: 1 hour**

**Materials:**

- **Documentation Tool for NSA + GTA Sessions**
- **Optional: Bring in various items typically used in housework such as a broom, hoe and cooking pot**

**Facilitator Notes: None**

**Preparation: See 'Materials'**

**Steps to Running the Group**

1. Do a quick energizer (5 minutes) with the group.
2. Re-cap the last session by asking members, "What main issues were discussed in the Nutrition Sensitive Agriculture + GTA session last month?" Record these in the Documentation Tool for Nutrition Sensitive Agriculture + GTA Sessions.
3. Ask participants if they completed the homework assignment from the last session. Record these in the Documentation Tool for Nutrition Sensitive Agriculture + GTA Sessions.
4. Ask participants what lessons they learned from the last session. Record these in the Documentation Tool for Nutrition Sensitive Agriculture + GTA Sessions.
5. Introduce the activity by saying that besides care work, domestic tasks can sometimes be a huge burden on women and girls. Being overburdened – or doing more than one's 'fair share,' can negatively impact overall household well-being. In this session, participants will explore why this is so.
6. Ask for 5 volunteers to represent members of a household doing housework and caregiving.
7. Assign each participant one of the following household chores:
  - Cooking food
  - Sweeping the floor
  - Shopping at the market
  - Taking care of a crying baby
8. Tell participants that they must all begin doing housework. Let them role-play for one minute.
9. After one minute, ask one of the volunteers to stop doing housework and take a rest. Tell the remaining four participants that they must divide his or her chore amongst themselves.
10. After one minute, ask a second volunteer to stop working. Tell the remaining three participants that they must divide his or her chore amongst themselves.
11. Continue this sequence until there is only one participant left.
12. Finally, ask the last person to stop working.

**Group Discussion**

**To the role play participants:**

- How did it feel to do this role play?
- How did the working participants feel as others stopped to take a rest?
- How did the last worker feel?

**To the group:**

- Which of these role-play activities do you do at home?
- Who generally performs the activities from the role-play? Why?
- Connecting to everyday life:
  - Are there any household chores men typically do?
  - In what ways can being overburdened with housework impact a person's participation in Agriculture and other activities?
  - Some people refer to housework as 'invisible,' meaning that no one understands its value until no one does it. Why is this?
  - Why is it that many men and boys are not usually responsible for the many household tasks that women do? How can this negatively impact the lives of women and girls, especially when they are also working to contribute income to the household?
- How can men participate more fairly in the home, even when they work outside to earn an income?

**Homework Assignment**

What are one or two things you can do differently to share responsibilities more equitably in the home? Do it this month.

**Facilitator's Closing Messages**

- Household tasks should be everyone's responsibility. Even though it is not always possible to share these tasks equally amongst all household members because one person may work outside the home or go to school, everyone should take on their 'fair share.'
- This equitable division of tasks opens up time for other household members, such as women and girls, to pursue opportunities outside of the home and helps men and boys better understand their privilege and share the burden.

## LESSON 8: SUPPORTING MY PARTNER IN NUTRITION SENSITIVE AGRICULTURE + GTA



**By end of this session, participants will be able to:**

- Identify specific ways that family members can better support each in agriculture activities.

**Recommended Time: 1 hour**

**Materials: Flipchart and markers**

- Documentation Tool for NSA + GTA

**Preparation: None**

**Facilitator Notes: None**

**Steps to Running the Group**

1. Do a quick energizer (5 minutes) with the group.
2. Re-cap the last session by asking members, “What main issues were discussed in the Nutrition Sensitive Agriculture + GTA session last month?” Record these in the Documentation Tool for Nutrition Sensitive Agriculture + GTA Sessions.
3. Ask participants if they completed the homework assignment from the last session. Record these in the Documentation Tool for Nutrition Sensitive Agriculture + GTA Sessions.
4. Ask participants what lessons they learned from the last session. Record these in the Documentation Tool for Nutrition Sensitive Agriculture + GTA Sessions.
5. Introduce this session by explaining that participants will do an activity to explore how they can better support family who are members of Nutrition Sensitive Agriculture + GTA groups.
6. Prepare a flipchart with two columns – one marked ‘Nutrition Sensitive Agriculture + GTA Member’ and a second marked ‘Family Member.’
7. Explain that a member of a family has many responsibilities in ensuring food and nutrition security at household level, but that many of them can be shared among all family members.
8. Ask participants, ‘What are the responsibilities of each family member in agriculture production to ensure food and nutrition security?’
9. Write their answers on the flipchart paper. Allow the group to provide as many answers as possible. If necessary, add any additional responsibilities that are not mentioned by the participants themselves.
10. Start with the first responsibility on the list. Ask the participants what role the family can play to support the agriculture activities in this responsibility.
  1. For example, if the group said, “Buy seeds for vegetables and cowpea production,” ask “What can the family member do to support the procurement of the seeds?” Continue in this manner.
  2. Note: There may be a few responsibilities that can only be done by the respective family member of the household.
11. Discuss the questions below.

**Group Discussion**

- What makes an impression on you when you observe the two lists?
- Why do some family members, principally men, not involve themselves more in supporting their partners in producing nutritious crops for household consumption?
- Based on the list, what are some things family members can do now to provide more support to agriculture production?

**Homework Assignment**

- Pick 1–2 actions that you can use to better support the family members in producing nutritious crops? Perform them this month or next month.

**Facilitator’s Closing Messages**

- There are many ways partners can support their husband, , brother, sister, or wife in Nutrition Sensitive Agriculture + GTA. Some ways include investing in Nutrition Sensitive Agriculture such buying nutritious crops or foods for the family, sharing decision-making power, labour and taking care of children while one’s partner attends agriculture activities. The shared family responsibilities in agriculture production can provide a way to lift families out of poverty. For this reason, it is essential that families work together to contribute the most to food and nutrition security.

## LESSON 9: WHAT DO I DO WHEN I AM ANGRY?



**By end of this session, participants will be able to:**

- Recognize when they are angry, particularly when discussing important household decisions.
- Express their anger in a non-destructive way

**Recommended Time: 1 hour**

**Materials**

- Documentation Tool for NSA + GTA Sessions
- Optional: Blank pieces of paper and pens or pencils for everyone in the group

**Preparation: None**

- This session emphasizes on controlling of anger and provide opportunities for participants to identify ways they can prevent violence as a result of anger.

**Steps to Running the Group**

1. Do a quick energizer (5 minutes) with the group.
2. Re-cap the last session by asking members, "What main issues were discussed in the Nutrition Sensitive Agriculture + GTA session last month?" Record these in the Documentation Tool for Nutrition Sensitive Agriculture + GTA Sessions.
3. Ask participants if they completed the homework assignment from the last session. Record these in the Documentation Tool for Nutrition Sensitive Agriculture + GTA Sessions.
4. Ask participants what lessons they learned from the last session. Record these in the Documentation Tool for Nutrition Sensitive Agriculture + GTA Sessions.
5. Introduce this activity by explaining that making important decisions with one's partner, especially around money matters and decision making, can sometimes provoke anger. Many of us confuse anger and violence, thinking that they are the same thing. Make it clear to the group that anger is a natural and normal emotion that every human being feels at some point in life, especially with one's partner.
  - Violence is a behavior, a way to express anger. But there are many other ways – more positive ways – to express anger than violence. It is important to learn how to express our anger rather than allowing it to bottle up inside us. When we allow anger to build up, we tend to explode. Additionally, healthier ways of expressing anger can lead to better results or ensuring everyone gets what they want.
6. Explain to the group that you will now talk about how to react to anger.
7. Ask participants to relax and close their eyes. Say, "Think of a situation when you were angry. What happened? Don't say it out loud. Just think about it." Give them a few minutes to think silently. Alternatively, pass out sheets of paper and pens to everyone in the group. Ask that they write one or two sentences about a money-related situation where they felt angry.
8. Next, say, "In this situation, try to remember what you were thinking and feeling. Alternatively, they can write down one or two feelings they felt when they were angry.
9. Say, "Very often when we feel angry, we react with violence. This can happen even before we realize that we are angry. Some men (and women) react immediately: shouting, throwing something on the floor, hitting something or someone. Sometimes, we can even become depressed and silent. Think about the incident where you felt angry. How did you demonstrate this anger? How did you behave?" Give them a few minutes to think silently. Alternatively, they can write a sentence or a few words about how they reacted.

10. Divide participants into small groups of 4 or 5 people at most. Ask them to share what they wrote or thought about in the group. Allow 20 minutes for this group work

11. After 20 minutes, ask each group to brainstorm: Negative ways of reacting when we are angry  
Realistic and positive ways of reacting when we are angry. They may choose to write these down or simply discuss them.

12. Ask for 2–3 volunteers to share their answers of positive and negative ways of expressing anger.

13. Share the "Ways of Expressing and Resolving Anger" with the group by practicing the methods outlined in the box. If there is time, have groups prepare a role play which uses these positive methods of expressing and resolving anger.

**Ways of Expressing and Resolving Anger**

- It is likely that, on the list of "Positive Ways" of reacting, you will find (1) take a breath of fresh air, or count to 10; and (2) use words to express what we feel without offending. It is important to stress that to "take a breath of fresh air" does not mean going out to a bar and drinking lots of alcohol or commit suicide, exposing oneself and others to risks.
- to take a breath of fresh air is simply getting out of the situation of conflict and away from the person who is making you angry. One can count to 10, breathe deeply, take a walk, or do some kind of physical activity, trying to cool down and keep calm. One should also explain to the other person that he/she will go outside to take a breath of fresh air because he/she is feeling angry. They can say: "I'm really angry and I need to take a breath of fresh air. I need to do something like go for a walk so I don't feel violent or start shouting. When I've cooled down and I'm calmer, we can talk things over."
- to use words without offending is to learn how to express two things: (1) To say to the other person why you are upset, and (2) to say what you want from the other person without offending or insulting.

For example:

I am angry with you because \_\_\_\_\_ . I would like you to \_\_\_\_\_ .

**Group Discussion**

- Is it difficult for men and women to express their anger without using violence? Why?
- Very often we know how to avoid a conflict or a fight without using violence, but we don't do so. Why?
- Is it possible to "take a breath of fresh air" to reduce conflicts? Do we have experience with this? How did it work out?
- Is it possible to use words without offending, especially when making household decisions? How?

**Homework Assignment**

- This month, put these positive ways of expressing anger into practice in your own household.

**Facilitator's Closing Messages**

- In general, boys and men are socialized not to talk about their feelings. When men are sad or frustrated, they are encouraged not to talk about it. Very often by not talking, the frustration or anger builds up until it is expressed through physical aggression or shouting. Money matters and joint decision making are often at the center of many disagreements between couples. In the event of conflict, use words, but don't offend.

