

GSBV module 1: Power

Part 1: Types of Power

1. Ask participants: *"Please close your eyes just for a minute or so."*
2. Once everyone's eyes are closed, continue: "Now in your own mind, try to imagine power. (pause) What does power look like to you? (pause) What images come into your mind? (pause). Now please open your eyes."
3. Ask: "What was it that you imagined when you closed your eyes?" Encourage participants to act out their images of power if they are comfortable doing so.
4. After several participants have described or acted out their images of power, take out the four photocopied drawings.
5. Ask the group to pass the drawings around until all participants have seen all four.
6. Address one drawing at a time. Ask participants the following two questions for each drawing:
 - a. *"Did you imagine anything like this when you were thinking about power?"*
 - b. *"How would you describe this type of power?"*
7. There are four types of power:

a. *Power within*



b. *Power over*



c. *Power with*



d. *Power to*



8. Summarize the following key points:

- a. *"There are different types of power."*
- b. *"Power can be used positively and negatively."*
- c. *"Power is not in limited supply. One person having power does not mean she/he must take power away from another person. Everyone can have power."*
- d. *"We all have **power within** us, even if at times we don't realize it."*
- e. *"Using our **power over** someone else is abuse of that person's rights."*
- f. *"We can join our **power with** others to give support."*
- g. *"We all have **power to** do something, to act."*

Part 2: Our Experiences with Power

1. Ask the participants to think about the situations and experiences in which they feel they have power. This can be within the faith community and beyond.
2. Ask the participants to think about the situations and experiences in which they feel they lack power. This can be within the faith community and beyond.
3. Ask the participants to think of two examples of things/people they have power over.
4. Ask the participants to think of two examples when they feel they have power.
5. Ask the participants to think of two examples of things/people they don't have power over.
6. Ask the participants to think of two examples when they feel they lack power.
8. Ask participants to share some of their answers if they are comfortable.
7. Ask the following questions:
 - a. *"What can we learn from this exercise?"* (Possible responses: We all have experiences in which we feel we have power and in which we feel we lack power, we all have power, when someone's power becomes greater it does not mean that someone else's power has to become less, etc.).
 - b. *"Why do you think this was an individual exercise?"* (Possible responses: To show everyone sometimes feels they have power and sometimes feels they lack power. To show the circumstances in which we feel we have or lack power may be different, but have similarities.)
 - c. *"What do you think are the consequences of feeling a lack of power?"* (Possible responses: hopelessness, low energy, fear, abuse, anger, etc.)

8. Summarize: *"We all have certain situations in which we feel powerful and those in which we feel powerless. Understanding our own experiences of power can help us to use our power more positively with others."*

Part 3: Powerful Choices- **Consider taking this part out.**

1. Explain to participants: *"This next exercise will help us think about how we use our power as individuals."*
2. Read the participants the following statements. Ask the participants to reflect and think about how they would respond to the statement. Potential responses include: "always," "sometimes," and "never."
 - a. *When I talk to my partner, I raise my voice.*
 - b. *I feel more important than the other people in my faith community.*
 - c. *I decide how the household money is spent.*
 - d. *I beat children when they don't listen.*
 - e. *I feel ashamed to greet people who have less status than me, especially when we are in public.*
3. Debrief the exercise:
 - a. "What was it like for you to do this exercise?"
 - b. "What did you find difficult?"
 - c. "What do your answers tell you about yourself?"
 - d. "When we use our power over someone else do we usually feel good about this?"
 - e. "Is treating all people equally and with respect easy all the time? Why or why not?"
4. Summarize the session:
 - a. "Everyone has power. We can use it positively or negatively."
 - b. "Whether we are female or male, influences how much power we feel in our relationships, families and faith community."

Part 4: Equality

Equality does not mean that women and men are the same but that their enjoyment of rights, opportunities and life chances are not governed or limited by whether they were born female or male.

How do men, women, boys, and girls all have different forms of power?

How do the needs of men, women, boys, and girls differ?

Explain that the needs of men, women, boys, and girls differ during times of emergencies.

Module 2: Violence Against Women, The Basics

Part 1:

1. Define Violence against women: *Violence against women is any act (physical, emotional, sexual, economic) directed at a girl or woman that causes harm and is meant to keep a girl or woman under the control of others.*
2. Explain that there are four types of violence against women:

a. Physical violence



b. Emotional violence



c. Sexual violence



d. Economic violence



3. Victims of sexual violence should be referred to the local health center within 72 hours of the incident. Explain to the participants that they have the responsibility to immediately bring known victims to the health center.



4. Ask the participants to give examples of each type of violence.
5. Go back to the definition of violence against women. Read the last phrase: *"is meant to keep a woman or girl under the power and control of others."* Ask participants to turn to their neighbor and discuss what this means. Give participants 5 minutes for this discussion.
6. Explain that women are more frequently victims of violence.
7. When **5 minutes** have passed, facilitate a group discussion about this last phrase by asking the following questions:
 - a. *"Why do you think violence against women is linked to power and control?"*
 - i. Because as a society we expect men to demonstrate that they are in control of their partners or daughters, and that they have power over women and girls.
 - ii. As a community, many people see it as normal for men to control women. Without this external control, women are considered unable to manage themselves.
 - b. *"Is violence against women ever not an abuse of power that is used for controlling a girl or woman?" (Response: All violence is abuse of power.) Violence is used to control another person through fear.*

- c. *“Even if men experience some of the same acts as women, how is the violence men experience different than that experienced by women?”*
- Men may experience acts of violence but generally, violence is not used as a way of controlling men as it is for women. For example, if a man experiences violence from his partner it is usually an event—it happens and is over. Violence or the threat of violence is not used as a way of controlling him through fear.
 - Men as a group do not live in fear of violence from women as a group. The majority of women live in fear of violence from other men (partners or strangers). Women have this fear because society accepts men’s *power over* them and violence against them.
 - In most cases, men are physically stronger than women. Therefore the harm or threat of harm from violence for men is not as great.
 - Most often, when a man experiences violence from his partner, the woman is defending herself from the violence he has used against her.

Part 2: How violence impacts us

- Five groups of people will be explored. (*I will find images for each of these*).

a. Women



b. Men



c. Children



d. Families



e. The whole community



- Ask the participants to consider how violence against women effects each group of people.
- Ensure there are no questions, and begin the exercise.
 - Consequences for women include: hopelessness, stress, injury, HIV infection, isolation, faster onset of AIDS, etc.
 - Consequences for men include: sadness, poor relationships with children, unhappiness, imprisonment, lack of intimacy, ill health, etc.
 - Consequences for children include: depression, poor performance in school, fear, distrust of adults, etc.
 - Consequences for the family include: resources spent on health care for injuries, lack of harmony and happiness, tension, family break ups, etc.

- e. Consequences for religious groups/institutions include: absence of women and girls from mosque activities, failing to live the relationships encouraged in the Bible/Holy Quran, difficulty attracting new members, burden on religious leaders handling relationship/family problems, etc.
- f. Consequences for the whole community include: lack of development, lack of peace, increased number of children due to rape