

MODULE 8 PROTECTION FROM VIOLENCE AND DRUGS

Introduction

This module explains different forms of violence, including sexual harassment and rape, and addresses drugs related issues. The main focus is on how to deal with violence within the family, with peers and at work and how to prevent drug and alcohol abuse. All exercises aim to help participants identify ways to solve problems related to violence and to learn how to say “No” to pressure to use drugs and alcohol.

There are 3 units in this module:

- Unit 8.1 Violence
- Unit 8.2 Sexual Harassment and Rape
- Unit 8.3 How to Say “No” to Alcohol and Drugs

Unit 8.1 Violence



Content

The exercises in this unit deal with different types of violence. Domestic violence and several forms of violence at work are discussed in the exercises. The causes and consequences of the different forms of violence are identified, as well as ways to protect oneself against them. One key aim of this unit is to help the participants to become aware that it is important to address violent behaviour. Children and women often suffer in silence and this perpetuates the problem. The most important action towards solutions to violence is to tell other people and authorities and to mobilize communities and workplaces against it.



Key Messages

- All forms of violence that happen in the household are defined as domestic violence.
- Many acts of domestic violence are against the law. Physical violence that causes injuries is a crime in most countries. Extreme verbal abuse and mental torture may not be a criminal offence in many countries but can often be a ground for divorce or the removal of parental rights and custody.
- Domestic violence destroys family happiness and chance of success and hampers the development of the individuals, families and communities.
- Violence at work is any incident, from verbal abuse and threats to physical attacks that take place at the workplace.
- Action needs to be taken against violence at work and often the solutions require cooperation of both the workers and the employers.
- When it happens to you, try to find a person you trust and can talk to.
- When you report violence always take a person you trust and, if possible, the person(s) who witnessed the violence with you.
- All forms of violence are wrong and severe physical violence is a criminal offence in most countries.



Exercises

- 8.1.1 Violence in the Family
- 8.1.2 Violence at Work



Related Units

- 8.2 Sexual Harassment and Rape
- 8.3 How to Say “No” to Alcohol and Drugs



Tip for Trainers

Sessions about violence can be sensitive as some participants may have experienced (severe) violence and can be traumatized. During the exercises, keep an eye on all participants. If one or some of them become very emotional or very quiet or behave in another exceptional way, try to discuss and counsel them individually after the session and organize professional help if possible and as needed.

Exercise 8.1.1 Violence in the Family



Objectives

- To understand the concept of 'domestic violence' and to become aware of different types of domestic violence
- To identify means to protect oneself from domestic violence and ways to address the problem when it occurs
- To understand that it is the responsibility of everybody to protect the family from domestic violence



Target Group

Children, youth and adults



Duration

90-120 minutes



Seating Arrangements

Circle or U-shape



Materials

- Photocopy of the stories in Training Aid 8.1.1 A
- Markers, flipchart paper and a roll of masking tape



Training Aids

8.1.1 A: Domestic Violence Stories
Briefing Note: Domestic Violence



Session Plan

Preparation

Make sure to first collect the latest information about the laws. The best way to do this is to contact an organization (NGO dealing with children's or women's rights or a legal advice centre) dealing with this issue.

Read the whole exercise and select the guide questions in Step 1 and the stories in Step 3 carefully. Adapt them to suit the needs and level of your participants.



Tip for Trainers

Young migrants, who do not live with their family anymore, often live in a new 'family' environment with their peers at work or in a school or training institute. Two example stories deal with peer violence. Select at least one of these when your participants are young migrants.

Step 1 – 20 minutes

Explain that this exercise is about seeking ways to prevent and deal with violence in families. Start a brief discussion with the following guide questions:

- What are common conflicts between children? What happens if they fight?
- What do teenagers fight about? What do they do if they become mean?
- What do parents do when they get angry with their children?
- What do parents do if they are angry with one another?
- What happens if families fight and quarrel all the time?

Use the examples given by the participants and explain that quarrels and conflicts happen in almost all families every once in a while. Disagreements between family members happen, because they have different interests. One can see this happening to children all the time. They often fight because a child wants to have the nicest toys for him/herself, and all children need to learn how to share. If families are very poor, such conflicts can also be common, because there is not enough food or other resources around to give every family member what s/he needs.

If people cannot discuss the things they are unhappy about, they start to have quarrels and fights. If this does not happen often, it does not need to be harmful. Speaking your mind freely and openly can even clear the air and improve the relationship. Loving families will forgive each other and resume normal and positive interactions. But when such quarrels and conflicts escalate and persist and people starting becoming abusive to each other, either physically and verbally or mentally, then these families have problems that have to be dealt with.

Step 2 – 20 minutes

Explain that there is a difference between normal bickering and quarrelling and situations in which the bickering and quarrel become persistent verbal abuse or physical battery within the family (see Briefing Note: Domestic Violence for details). Go into more detail about different types of violence. Make two lists on flipchart papers: 'Severe Forms of Violence' and 'Less Severe Forms of Violence'. Tape them on the wall and ask the participants the following questions:

- What types of violence can you think of?
- What do you consider to be severe types of violence?
- What do you consider to be less severe forms of violence?

Go through the lists and ask whether there are differences between violent behaviour of boys/men and girls/women and mark this on the flipcharts. Most possibly the participants will indicate that boys and men tend to use more physical violence and that girls and women will be violent in more quiet or hidden ways. Explain that there are many exceptions and girls and women can also use physical violence. However, in most societies boys are allowed or even encouraged to be more aggressive than girls and they are not encouraged to show their inner feelings. Because men are also often stronger physically, children and women are more likely to become victims of physical violence than men.

Step 3 – 30-60 minutes

Divide the participants into 4 or 5 small groups (depending on the number of stories selected). Give each group a story (selected from Training Aid 8.1.1 A) and ask them to read and discuss it for 10 minutes. Thereafter ask each group to briefly present their story specifying who was violent to whom and what types of violence took place.

Continue the analysis by asking the participants the following guide questions:

- Are all the types of violence from the stories mentioned in the lists made (in Step 2)?
- Do you want to shift a type of violence found in the story from severe to less severe or the other way around?
- What would you do, if you were the one who faces such abuses?
- How would you feel if you were the one who became so violent and hurt others?
- What can you do to help a child, a friend or a relative in such a situation?

Step 4 – 5 minutes

Explain that domestic violence is a very serious offence. People in families of domestic violence are often very ashamed and the victims will hide their injuries from others. This is the worst thing that can happen because chances are high that the violence will become more and more serious. Children who have experienced violence are more likely to use violence when they grow up.

Step 5 – 10 minutes

Give the participants relevant information about where to go in case of domestic violence: by law all severe forms of physical violence are a criminal offence. Make clear to the participants that it is important to report any violence to the authority and seek help when they are threatened or hurt. In other words, do not let matters rest. If they report the violence to the police, they should gather evidence and find witnesses to support their complaint and prove the truth. Remember: they can bring to court the person(s) who violated their rights. If they have questions concerning the laws, there are child, women and legal action NGOs that can give advice on this matter.

Emphasize that it is better not to go alone to the police or the health post/hospital. Go with a friend or even a group. It gives more strengths and power. Try to find someone whom you can trust and who witnessed the violence.



Tip for Trainers

When you do this exercise with youth or adults it is good to explain the penalties for domestic violence. Ask the participants if they think these are fair punishments. Ask them also if they can try to think of a link between domestic violence and women's position in the community. Another important issue to discuss the consequences of the violence for the individuals, the family and the community as a whole (see the Briefing Note).

Step 7 – 5 minutes

Summarize the discussion and stress that:

- All forms of violence that happen in the household are defined as domestic violence.
- Serious domestic violence often starts as a small conflict or quarrel that does not go away and builds up to become a problem.
- It is important to tell someone and seek help, when it happens to you or your family members.
- Many acts of domestic violence are against the law, such as physical violence that causes injuries and rape. Extreme verbal abuse and mental torture may not be a criminal offence in many countries but can often be a ground for divorce and removal of parental rights and custody.
- When reporting violence, always take a person you can trust and if possible the person(s) who witnessed the violence.
- Domestic violence destroys family happiness and chance of success, and hampers the development of the family members.



Training Aid 8.1.1 A: Domestic Violence Stories

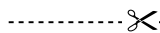
Guidelines: The following stories are used in Step 3. Select 2 or 3 stories appropriate for your target group. The stories can be adapted and names in the stories can be changed to suit your audience.

For children: Select one story that involves violence against children and the one about violence between children.

For youth: Select one story about violence against children and the story about violence between adults.

For adults: Select one story about violence against children, the story about violence between children and the story about violence between adults.

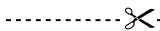
For migrants: Select at least one story that involves violence between peers.



Violence Against Children – Story 1

Little Mai wants to go to school

In a small village along a river lives a family of 5 members: a father, a mother and three children. Mai is the only daughter in the family. She is 8 years old. She likes her life in the village because she has good friends. However, she does not have a lot of time to play with her friends. Her older brother is going to school but she has to stay home to help her mother with the work in the house and in the fields. She often also has to look after her baby brother. There is enough money to send her to school but her father uses a large part of the money to drink and gamble. Mai asked her father if she could go to school but he became so angry and he beat her. The last time she asked he beat her so hard that she had a twisted arm. It hurt so much that she could not move it for a week. Her mother was also very angry with her because she had no helping hand around.



Violence Against Children – Story 2

Sam is afraid of his mother

Sam is a boy of 10 years old. He lives with his father and mother and does not have any brothers or sisters. He is not a very happy boy. He likes going to school because he likes his teacher but he does not have many friends. He has to come home straight after school. If he is only a few minutes late his mother will slap him and starts shouting at him that he never listens to her. Sometimes she hits him very hard and locks him up in a small dark room. Sam thinks that this is unfair because he tries very hard to make his mother happy but she does not listen to him. Sam does not understand why his mother is so mean to him. Sometimes he thinks she really hates him. She often says that it is his fault that she cannot have any more babies after giving birth to him. When she is really angry and in a very bad mood she would even say that she wishes him not to have been born at all, so that she could have other children. Sam's father feels sorry for Sam but he is also afraid of her and usually just goes away when his wife is in her angry mood. The only person who listens to Sam is his teacher who often asks where he gets his bruises. Sam does not tell her because he does not want to make his mother even angrier.



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Violence Between Children

Noi and Pong

Noi and Pong are between 4 and 5 years old and are cousins. They live in a rural area with their parents in a three-generation family. The grandfather and grandmother really love Pong their only grandson and give him everything he wants. They also have three grand daughters and Noi is the youngest of them. While the grandparents also love Noi, she is not so important to them. Every time that Noi and Pong are close to each other Pong starts hitting or pinching Noi and Noi starts crying because it often hurts. The parents and grandparents take them apart when it happens but never tell Pong to stop this behaviour.

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Violence Between Peers – Story 1

Anik and Lyn

Anik and Lyn were friends at school in the village. They found work in the same shoe factory in a big city and share a very small room with 4 other girls also working in the factory. The first year was a difficult time for them. They were teased by the other girls because they spoke in a rural dialect. Their food was often stolen and they had big fights with the other girls. Especially Anik does not cope well. Last week Anik became so angry that she slapped another girl so hard that the girl could not work for a day. Since then, nobody, not even her friend Lyn, wants to talk with Anik anymore. They act as if she does not exist, and she is losing all her clothes.

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Violence Between Peers – Story 2

Nom's experience at the training institute

Nom is 15 years old and just started at a vocational training institute in a town nearby. When he came to the school a big surprise waited. The boys in senior grades are very abusive to the new entrants. Those who are new to the school have to do all sort of things they do not like. They have to undress and walk naked through the dormitory, for instance. The older boys really hurt them. They threaten the young ones that they should not dare to tell either the teachers or their parents, otherwise they would be beaten up even worse. Nom is a peaceful boy. He is big and strong. However, he dreads to go to the training institute and has been sick for over 2 weeks.

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Violence Between Adults

Mai and Sao are unhappy

Mai is 28 years old and married to Sao. They live in a small house in a village. They have 3 children: 2 boys and a girl. The eldest son, 10 years old, goes to school but the daughter, 8 years old, stays home to help with household work and the work in the fields, and look after her baby brother. Actually the family has enough money to send the daughter to school too but Sao uses a large share of the money for drinking and going out with other women. He often comes home very drunk and is not able to work on the fields early in the morning. When Mai complains about it he beats her. One time he beat her so hard that her arm broke, but Sao did not allow her to go to a doctor. Her arm hurts when she works in the fields. Mai is very unhappy at home and tries to go out gambling with the other village women whenever she can.



Briefing Note: Domestic Violence¹

Violence

Violence takes many forms. It includes:

- **Physical violence:** battering, punching, murder, infanticide, deprivation of food or medical care, mutilation, burns, use of weapons, trafficking
- **Sexual violence:** all forms of sexual abuse, (marital) rape, incest, forced prostitution
- **Emotional or psychological violence:** confinement in all forms, humiliation, intimidation, exploitation, verbal aggression, deprivation of freedom and rights
- **Economic abuse:** economic blackmail, economic control, confiscation of earnings, control over decision-making power.

Some forms of violence such as quarrelling, shouting or bickering are seen as less severe compared to other forms like rape or battering. But these forms of violence can also become severe if the shouting and quarrelling escalate and persist, and people become more abusive, either physically, verbally or mentally.

Violence is often directed at the weaker groups in society, children, youth and women, workers with insecure jobs, population groups in poverty and minority groups.

Definition of Domestic Violence

The UN Special Rapporteur on Violence Against Women defines domestic violence as “violence that occurs within the private sphere, generally between individuals who are related through intimacy, blood or law.”

Domestic violence includes physical, sexual, emotional or psychological and economic abuse.

Domestic violence against women interferes with women’s participation in developing themselves, their family, community and society, building democracies, protecting the environment, educating children, and determining family size. Domestic violence is not a personal issue only since it affects the victim’s functioning in the community and at work (see also Exercise 8.1.2 Violence at Work).

Effects of violence on individuals

Suffering and humiliation resulting from violence usually lead to lack of motivation, loss of confidence and reduced self-esteem. As with stress, if causes of violence are not eliminated or its impact contained by adequate measures, these symptoms are likely to develop into physical illness, psychological disorders, or tobacco, alcohol and drug abuse. These problems may ultimately cumulate in occupational accidents, invalidity and even suicide.

Effects of violence in the community:

The costs of violence include health care and long-term rehabilitation costs for the reintegration of victims, unemployment and retraining costs for victims who lose their jobs as a result of violence, as well as disability and invalidity costs where the working capacities of the victims are impaired by violence.

¹ Adapted from: *A Life Free of Violence, It’s Our Right! A Resource Kit on Action to Eliminate Violence Against Women* by UNIFEM (UNIFEM: Bangkok, 2003), Defining VAW and Country Profiles.

Exercise 8.1.2 Violence at Work



Objectives

- To define violence at work and the causes of violence at work
- To identify situations at work with a high risk of violence
- To identify possible action measures to address violence at work



Target Group

Working youth and adults



Duration

90 minutes



Seating Arrangements

Circle with 5 places for group work



Materials

Photocopy of the Descriptions of Characters (Training Aid 8.1.2 A)



Training Aids

8.1.2 A: Descriptions of Characters
Briefing Note: Violence at Work



Session Plan

Preparation

Check the example descriptions of characters in Training Aid 8.1.2 A. Change the names and situations to what is appropriate for your participants.

Step 1 – 15 minutes

Explain that this session will be about violence at work: what is it, what causes it, what are risky situations, and how to deal with these. Start by asking the participants to define 'violence at work'. After a few answers, give the definition of 'violence at work' as given in the Briefing Note: Violence at Work. Ask the participants whether they have experienced violence at work. Ask a few volunteers to briefly share their story. Ask if the problem was solved and how.

Step 2 – 20 minutes

Divide the group in 5 small groups. Give each group a brief description of a character. Ask them to make a story/scenario of how their character may encounter violence at work and what s/he can do about it. Each group can present the story by doing a role play, telling a story, or showing it in any other way they like.

Step 3 – 45 minutes

Ask all groups to present their story within 5 minutes. Discuss the results in plenary using the following questions:

- How did you come up with the idea for the story?
- What can be the cause(s) for violence in the stories? Why do you think so?
- Is it important for workers to fight against violence at work?
- What can be the consequences of violence at work for the workers?
- What can be the consequences of violence at work for the employers?
- What can be done against violence at work?

Step 5 – 10 minutes

Conclude the session with a brief summary of the discussion and emphasize that:

- Violence at work is any incident, from verbal abuse and threats to physical attacks that take place at the workplace.
- Violence at work has an impact on workers, employers and the society as a whole.
- Action needs to be taken against violence at work, and often the solutions require the cooperation of both the workers and the employers.



Training Aid 8.1.2 A: Descriptions of Characters

Guidelines: Photocopy this page and cut along the dotted line to make separate pieces. Give each group a different character. Names and situations can be changed to suit the target group.

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Character 1 Noi
 Woman
 18 years old
 Works in a karaoke bar in a fishing town from 6 pm to 2 pm every day

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Character 2 Jong
 Girl
 15 years old
 Comes from a remote village, works as a domestic servant in a middle class household of 7 persons in a big city, and speaks a different dialect from the family

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Character 3 Vong
 Boy
 17 years old
 City boy, works as a bus fee collector

----- ✂ -----

Character 4 Woo
 Man
 22 years old
 Migrant worker, works and lives at a construction site in a big city in a foreign country

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Character 5 Malee
 Women
 27 years old
 Manager of a grocery store in a growing medium size town

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Briefing Note: Violence at Work²

Definition of violence at work:

Violence is any incident in which a person is abused, threatened or assaulted or subject to other offensive behaviour in circumstances related to work.

Who is at special risk?

The more contact a worker has with people and the public, the greater risks s/he has in facing violence at work. Examples of persons in professions at risk include:

- Nurses and other healthcare professionals
- Workers in domestic and care service
- Public transport workers
- Catering and hotel workers
- Workers in entertainment and sex services
- Teachers
- Retail shop workers
- Migrant workers
- Workers from minority groups
- Security guards and police officers
- Managers and personnel officers.

Workers who face even higher risks are those who:

- Handle money
- Provide care to people who are ill, on medication, in panic, or afraid of what might happen to them
- Face friends and family of patients, clients, or students who are anxious, angry, afraid, or who feel they cannot cope with a large 'bureaucracy', such as a hospital or school, from which they are seeking help
- Enforce rules or regulations
- Provide an essential service or benefit, or have power to withdraw it.

Offenders see women and managers as 'softer' targets for abuse, especially young women and managers/supervisors who are responsible for stepping in to handle a violent situation.

Situations at work which increase risks:

- Working alone
- Working under pressure
- Working in a workplace that is too busy or public places without enough provisions for seating, refreshments, telephones, recreation areas
- Handling customers who are drunk
- Confronting a suspected shoplifter or other person(s) not following rules (paying bus fares, etc.).

What are the consequences of violence?

• At work:

Violence causes immediate and often long-term disruptions to interpersonal relationships, the organization of work and the overall working environment. Employers bear the cost of lost work and more expensive security measures. They are also likely to bear the indirect cost of reduced efficiency and productivity, the deterioration of product quality, loss in company image and a reduction in the number of clients.

² Adapted from: *Gender Equality and Life Skills, Training Package for Young Women and Men in Viet Nam* by ILO Hanoi, MOLISA & CCPR (ILO: Hanoi and Geneva, 2004), Unit 4: Violence at Work, p. 66-70.

- **For the individuals:**

Suffering and humiliation resulting from violence usually lead to lack of motivation, loss of confidence and reduced self-esteem. As with stress, if causes of violence are not eliminated or its impact contained by adequate interventions, these symptoms are likely to develop into physical illness, psychological disorders, or tobacco, alcohol and drug abuse. These problems may ultimately result or escalate in occupational accidents, invalidity and even suicide.

- **In the community:**

The costs of violence include health care and long-term rehabilitation costs for the reintegration of victims, unemployment and retraining costs for victims who lose their jobs as a result of violence, and disability and invalidity costs where the working capacities of the victims are impaired by violence.

What can you do in case of violence at work?

- Talk to someone. You may blame yourself, feel 'sorry' for the client, or work in an organization where safety is not taken seriously but you should not let this stop you from talking about an incident with someone, and taking action.
- Tell your co-workers, employer and/or the trade union about the problem and ways to solve it.
- Panic buttons, personal alarms and self-defence training may help, but together may not be enough. Your employer should review all your work arrangements and take steps to prevent violence and abuse.
- If you experience a traumatic incident that comes back to you in nightmares or have problems with concentration, eating, sleeping or having sex that last longer than a week, you should seek professional help.

Unit 8.2 Sexual Harassment and Rape



Content

This unit deals with sexual harassment. Participants will learn about different forms of sexual harassment, its nature and effects, as well as what to do and how to get help when they face sexual harassment. The exercises will help participants to identify possible action measures against this type of sexual violence at work.



Key Messages

- Sexual harassment means unwanted conduct of a sexual nature, or other conduct based on sex, affecting the dignity of women and men. This can include unwelcome physical, verbal or non-verbal conduct.
- It can happen to everyone anywhere. Those at high risk are young women in a vulnerable position.
- Sexual harassment has harmful effects on the individuals, the enterprises and the society.
- Always make clear to the harasser that his/her action is not welcome and ask for help if necessary.
- Rape is having sexual intercourse with anybody against her or his will.
- Rape is not the victim's fault. Rape happens because the rapist has a problem and uses power to relieve it.
- Rape can happen to everyone and the rapist can be a stranger but also someone you know.
- It is important to report rape because it is a crime and the rapist should be punished.
- It is unfair to blame the victim of sexual harassment or rape. Take it seriously, listen and try to help the victim.



Exercises

- 8.2.1 Don't Touch Me!
- 8.2.2 Stay Away from Me!
- 8.2.3 Rape



Related Units

- 8.1 Violence
- 9.3 Migration for Work

Exercise 8.2.1 Don't Touch Me!



Objectives

- To understand that there are different forms of sexual harassment
- To understand the effects of sexual harassment
- To identify possible actions against sexual harassment



Target Group

Children and youth



Duration

120 minutes



Seating Arrangements

Circle seating with a large open space in the middle of the room



Materials

Flipchart paper, markers and a roll of masking tape



Training Aid

Briefing Note: Sexual Harassment



Session Plan

Preparation

Before the session starts, ask 3 volunteers to prepare a short 5 minutes role play: one will play the harasser, another will play the victim, and the third will play a bystander. The storyline is as follows:

They are at a market doing some shopping and do not know one another. The one who plays the harasser starts to whistle and make sexual jokes towards the one who plays the victim. The harasser comes close and starts touching the victim. The victim is embarrassed and tells the harasser to stop touching her/him but the harasser continues. The bystander is witnessing what happens but does not do anything and walks away from the scene. The person who plays the victim finally gives the harasser a big push and runs away.



Tip for Trainers

The trainer can play the role of the harasser, if the playing of this role is considered to be too difficult for the participants.

Step 1 – 10 minutes

Explain to the participants that this session is about sexual harassment: what it means and what needs to be done against it. Ask the volunteers to start the role play.

When the role play is finished, thank the volunteers for playing their roles. Emphasize that all of them played a role and, of course, would not behave like this in reality.

Step 2 – 20 minutes

Start a discussion with the following questions:

- What exactly happened in the role play?
- Do you know what it is called when a person is touching you and you do not want it?
- What would you have done in this situation?
- What do you think of the behaviour of the witness?
- Suppose a friend is being sexually harassed, how would you help her/him?

Step 3 – 20 minutes

Ask the participants what is the difference between flirting and sexual harassment, and write their answers on the board or flipchart. Discuss the key difference: Flirting is behaviour that both persons like and want. Sexual harassment is behaviour of a sexual nature that is unwelcome and unwanted by one of the persons.

Sometimes sexually offensive behaviour by boys and men is covered up and girls and women are told not to be so sensitive. It is sometimes said that boys/men cannot help it because of their 'natural sex drive' or that women provoke sexual harassment by the way they look and dress. These ideas are wrong because they are not based on facts. The facts are:

- Some men harass and others do not. Becoming a victim of one's own sex drive is a weak excuse to do something unpleasant to other people. Boys and men who control their sex drive and are respectful to girls and women are much more popular than boys/men who abuse their power.
- Girls/women who are suitably covered in line with local dress codes and norms also become victims of sexual harassment.
- Sexual harassment is not about sexual pleasure but is an abuse of power.

Step 4 – 30 minutes

Ask the participants if they have experienced situations similar to the situation in the role play. Make a list of the things they mention on a board or flipchart. Use their examples to explain sexual harassment and give the definition of sexual harassment (see Briefing Note: Sexual Harassment).

Explain the different forms of sexual harassment, including:

- Sexual assault and rape
- Physical harassment
- Verbal harassment
- Gestural harassment
- Written or graphic harassment
- Emotional harassment.

Write behind the examples the participants gave at the beginning of this step the form of sexual harassment to which each example belongs. Check if the participants understand the different forms of sexual harassment by asking them to give more examples for each type (see the Briefing Note for details).

Step 5 – 30 minutes

Start a discussion in plenary, asking the following questions:

- Did you ever experience sexual harassment? If yes, which types and what did you do?
- Can you explain what you did not like about it?
- Where can sexual harassment happen?
- Why does sexual harassment happen?
- Who is at risk of becoming a victim of sexual harassment?
- What would you do if somebody does something to you that you do not like?

- What is the best reaction to sexual harassment?
- How do you think a victim of sexual harassment feels?
- What can you do if you experience sexual harassment?
- What can you do to help a victim of sexual harassment?

Explain clearly what they need to do if they experience a certain form of sexual harassment (see the Briefing Note).

Step 6 – 10 minutes

Round up as follows:

- Sexual harassment means unwanted conduct of a sexual nature, or other conduct based on sex, affecting the dignity of women and men. This can include unwelcome physical, verbal or non-verbal conduct.
- It can happen to everyone and everywhere: in public places, at school, at work or in the family and community.
- The majority of victims are girls and women, but boys and men can be subjected to harassment too.
- In most cases the victims are young and junior, have an insecure position or are otherwise vulnerable at work, in a family or on the streets.
- Be always clear that you do not want it and ask for help if needed.
- Take it seriously and try to help the victim.



Briefing Note: Sexual Harassment³

Understanding Sexual Harassment

The definition most commonly cited comes from the 1990 European Commission's Council Resolution on the protection of the dignity of women and men at work: "Sexual harassment means unwanted conduct of a sexual nature, or other conduct based on sex, affecting the dignity of women and men at work. This can include unwelcome physical, verbal or non-verbal conduct".

Sexual harassment can happen at work, in the family or in public places. Definitions used in laws, codes, policies, court decisions and collective agreements throughout the world may differ in details but generally contain the following key elements:

- Conduct of a sexual nature and other conduct based on sex affecting the dignity of women and men, which is unwelcome, unreasonable, and offensive to the recipient.
- A person's rejection of, or submission to, such conduct is used explicitly or implicitly as a basis for a decision which affects that person's work or prospects for work.
- Conduct that creates an intimidating, hostile or humiliating working environment for the recipient.

The most serious types of sexual violence that may take place are **sexual assault and rape**, and these are outlawed everywhere.

The two other principal types of sexual harassment in the workplace are '*quid pro quo*' harassment or **sexual blackmail** and the **creation of a hostile working environment**, both of which need to be addressed in any definition to provide adequate protection:

- *Quid pro quo* (meaning 'this for that') harassment forces a worker to choose between giving in to sexual demands, or losing a job or job benefits. Because *quid pro quo* harassment can only be committed by someone with the power to give or take away an employment benefit, this form of sexual harassment constitutes an abuse of power. This type of sexual harassment is also referred to as 'sexual blackmail'.
- Unwelcome sexual advances, requests for sexual favours or other verbal, non-verbal or physical conduct of a sexual nature can also poison the work atmosphere and limit the adequate performance of workers. Therefore, the creation of a hostile working environment is usually included in definitions of sexual harassment.

Sexual harassment often has to do with power relations in which the harasser has a higher status than the victim. This explains why the majority of victims are women and young. Women who work in low-paid and low-status jobs in traditionally 'female' jobs such as typists, secretaries, nurses, hotel maids, domestic work or jobs in factories and those aiming to gain entry to a 'good job' or with insecure job contracts are at special risk.

Men may also be subjected to sexual harassment and it can also take place between persons of the same sex.

Sometimes sexual offensive behaviour by men is covered up and girls and women are told not to be so sensitive. It is sometimes said that boys/men cannot help it because of their 'natural sex drive' or that women provoke sexual harassment by the way they look and dress. These ideas are wrong because they are not based on facts. The facts are:

³ Adapted from: *Action against Sexual Harassment at Work in Asia and the Pacific* by Haspels et al. (ILO: Bangkok, 2001), p.17 & 147.

- Some men harass and others do not. Becoming a victim of one's own sex drive is no excuse to do something unpleasant to other people. Boys and men who control their sex drive and are respectful to girls and women are much more popular than boys/men who abuse their power.
- Girls/women who are suitably covered in line with local dress codes and norms also become victims of sexual harassment.
- Sexual harassment is not about sexual pleasure but is an abuse of power.
- Sexual harassment is a clear form of gender discrimination based on sex which relates not so much to the biological differences between men and women but to the gender roles that are attributed to men and women in society and perceptions and expectations about male and female sexuality.
- Sexual harassment of women is more common in societies where women's status is low.

Different forms of sexual harassment:

- **Sexual assault and rape**
- **Physical harassment:** including kissing, patting, pinching or touching in a sexual manner
- **Verbal harassment:** such as unwelcome comments about a person's appearance, private life or body, insult and put-downs based on a person's sex
- **Gestural harassment:** sexually suggestive gestures, such as nods, winks, gestures with the hands, fingers, legs or arms, licking of lips
- **Written or graphic harassment:** sending pornographic pictures through e-mail, putting up pin-ups or addressing unwanted love letters to an employee
- **Emotional harassment:** behaviour which isolates, is discriminatory towards, or excludes a person on the grounds of his or her sex.

Examples of effects:

For victims:

- Psychological and emotional disturbances, such as embarrassment, humiliation, disgust, low self esteem, depression
- Fear of revenge
- Negative impact on personal life, for example, problems with family, friends, society and health
- Lower productivity and performance of the employee, for example, absenteeism, medical leaves and low confidence at work.

For enterprises:

- Loss of income for the company
- Monetary fines, lawsuits
- Negative publicity and loss of company image
- Increase in the cost of labour, lower productivity, absenteeism because of decrease in productivity and high turnover
- Unhealthy and unfriendly working environment
- No sense of belonging and loyalty of employee to the company.

For society:

- Loss of capable and confident human resources
- Encourages sexual violence, rejection, fear, moral indecencies and very low respect and value of life in society
- Negative changes in social traditions, norms and values
- Creates unhappiness in families, workplaces and communities.

Factors discouraging sexual harassment:

- Say “No” to sexual harassment
- Awareness raising and education among young and old men and women workers, employers and families in society to train people to be more outspoken and assertive when such situations arise
- Penalty and punishment of harassers based on gravity and severity of the cases
- Appropriate behaviour by all actors based on respect to others
- Appropriate law and effective enforcement accompanied by regulations, policies, and the establishment of an appropriate redress mechanism with a support system of trained counsellors so that victims can seek assistance at the national and enterprise levels.

What to do if you experience sexual harassment:

- Say “No”. Make clear that you are not happy with it. If you do not say “No”, the problem is likely to become worse.
- Do not think that it is a humiliating or personal problem and do not blame yourself.
- Consult with friends, family members or trustworthy supervisors to find a solution.
- Examine if there are others who are also sexually harassed.
- Make a written complaint.
- Take legal actions.

What to do if we witness sexual harassment at the workplace:

- Be aware that the problem is a violation of rights at work which affects workers, enterprises and society as a whole.
- Do not ignore the problem, but get together, mobilize other workers and managers and undertake action.
- Support an investigation to be performed with justice and sensitivity to stop the sexual violation and to penalize the perpetrator.
- Provide moral support to the victim.
- Stimulate the company or organization to take the issue serious and formulate procedures in terms of policies and practices.

Discussing this problem with colleagues is very important. Sharing feelings can help you feel relieved. It is important that persons who listen take the problem seriously. Let the person who harasses know that what he or she is doing is not good and that action will be undertaken if s/he does not stop. Sexual harassment often stops if the perpetrator knows that ‘everybody’ knows what s/he is doing and that it is not accepted.

Exercise 8.2.2 Stay Away from Me!



Objectives

- To understand that there are different types of sexual harassment
- To understand the effects of sexual harassment
- To identify possible actions against sexual harassment



Target Group

Youth and adults



Duration

90-105 minutes



Seating Arrangements

Circle seating with a large open space in the middle of the room



Materials

Flipchart paper, markers, a roll of masking tape



Training Aid

Briefing Note: Sexual Harassment (in Exercise 8.2.1 Don't Touch Me!)



Session Plan⁴

Step 1 – 15 minutes

Explain that this session is about sexual harassment at work: what it means and what needs to be done against it. Ask the participants to listen carefully to the following story:

Thida is 17 years old. She came from a small rural village to look for work in a city. She found a job in a garment factory in a city. She likes her work and her co-workers. Working 6 days a week is hard but she earns enough money to send to her parents and that makes her happy. A couple of weeks ago the supervisor of her group was replaced with a man she really does not like. Every time when he comes to check her work he comes really close and touches her body. This makes her feel embarrassed and insulted. The first time he did this, she thought it was unintentional, but the second day he came and did the same thing again. Thida now believes it was not an accident. She became angry and told him to stop. After that the new supervisor started giving her negative comments about her work, saying that her work was not good and that he would deduct an amount from her salary. The supervisor continues to make advances at her, but now she is afraid of losing her job, so she keeps quiet. Thida does not like her work anymore but she needs the money, so what can she do?

Discuss the following issues:

- What kind of problem does Thida have?
- Do you agree with Thida's reaction?
- What would you do in this case?

⁴ Adapted from: *WWRGE Manual-Cambodia* by Rosalinda Terhorst et al. (ILO: Bangkok, 2004), Exercise: 4.14 Sexual Harassment at Work, p. 107-111.

Step 2 – 15 minutes

Ask the participants how they would describe the action by the supervisor towards Thida: flirting or sexual harassment: can they explain the difference? Write their answers on the board or flipchart. Discuss the key difference and summarize that:

- Flirting is behaviour that both persons like and want.
- Sexual harassment is behaviour of a sexual nature that is unwelcome and unwanted by one of the persons.

Explain that sometimes sexually offensive behaviour by boys and men is covered up and girls and women are told not to be so sensitive. It is sometimes said that boys/men cannot help it because of their 'natural sex drive' or that women provoke sexual harassment by the way they look and dress. These ideas are wrong because they are not based on facts. The facts are:

- Some men harass and others do not. Becoming a victim of one's own sex drive is a weak excuse to do something unpleasant to other people. Boys and men who control their sex drive and are respectful to girls and women are much more popular than boys/men who abuse their power.
- Girls/women who are suitably covered in line with local dress codes and norms also become victims of sexual harassment.
- Sexual harassment is not about sexual pleasure but is an abuse of power.

Continue with Step 3, choosing only one option.

Step 3 – 30-45 minutes

Option 1 (30 minutes):

Ask the participants if they have experienced or observed situations similar to the situation in Thida's story. Make a list of the things they mention on a board or flipchart.

Explain that there are different forms of sexual harassment, including:

- Sexual assault and rape
- Physical harassment
- Verbal harassment
- Gestural harassment
- Written or graphic harassment
- Emotional harassment (see Briefing Note: Sexual Harassment in Exercise 8.2.1 for details).

Help the participants to match their examples with each form of sexual harassment.

Conclude the step by giving the definition of sexual harassment as provided in the Briefing Note. Explain the 3 main types of sexual harassment briefly:

- Sexual assault and rape
- Sexual blackmail
- Creating a hostile working environment.

Option 2 (45 minutes):

Divide the participants in groups of about 5-6 persons and give them about 10 minutes to prepare a brief role play about what they think is a sexual harassment situation.

Invite each group to perform their role play and ask the following question after each role play:

- Why is this situation sexual harassment?
- Does this happen often?
- What can you do about it?
- Can a man be sexually harassed?

- Do you think children can also be sexually harassed? If so, does it happen to both boys and girls, and in what situations?
- What can you do to protect girls and boys from sexual harassment?
- Can you come up with more examples of sexual harassment?

Discuss the role plays and summarize with the forms and definition of sexual harassment as explained in Option 1.

Step 4 – 25 minutes

Start a discussion about the effects of and the actions that can be taken against sexual harassment in plenary, using the following questions:

- How do you think a victim of sexual harassment feels?
- Who is at risk of becoming a victim of sexual harassment?
- What would you do if somebody does something to you that you do not like?
- What is the best reaction to sexual harassment?
- What can you do if you experience sexual harassment?
- What can you do to help a victim of sexual harassment?

Give examples of the effects for victims, for the enterprises and for society and explain clearly what they need to do if they experience a certain form of sexual harassment (see the Briefing Note).

Step 5 – 5 minutes

Summarize the discussion and conclude with the following messages:

- Sexual harassment means unwanted conduct of a sexual nature, or other conduct based on sex, affecting the dignity of women and men. This can include unwelcome physical, verbal or non-verbal conduct.
- It can happen to everyone and everywhere: in public areas, at school, at work or in the family and community.
- The majority of victims are girls and women, but boys and men can be subjected to harassment too.
- In most cases the victims are young and junior, have an insecure position or are otherwise vulnerable at work, in a family or on the streets.
- Sexual harassment has harmful effects on the individuals, the enterprises and the society.
- Be always clear that you do not want it and ask for help if needed.
- Take it seriously and try to support the victims.

Exercise 8.2.3 Rape



Objectives

- To understand what rape is
- To identify steps to avoid rape
- To understand the effects of rape
- To identify appropriate actions to report rape



Target Group

Children, youth and adults



Duration

90 minutes



Seating Arrangements

Group seating in 4 small groups



Materials

- Flipchart paper, markers, and 2 rolls of masking tape
- 4 large hearts (♥) cut out from flipchart paper, one for each group



Training Aids

8.2.3 A: Guidelines on How to Avoid and Deal with Rape

Briefing Note: Rape



Session Plan⁵

Step 1 – 15 minutes

Explain that this session deals with rape, the worst form of sexual violence. Divide participants into 4 groups. Give each group a piece of flipchart paper and a marker. Spend 3 minutes to brainstorm about a definition of rape. The participants can write their definition on the flipchart paper. Ask for the results in plenary and tape the flipcharts on the wall. Explain what rape is and that the attacker can be a stranger or someone you know.

Step 2 – 10 minutes

Ask the participants to stay in the same 4 groups. Ask two groups to think about what to do to avoid being raped by a stranger. Ask the other two groups to think about what to do to avoid rape by someone they know. Give them 10 minutes.

Make two flipcharts, one with the title: 'Guidelines to avoid rape by a stranger' and the other 'Guidelines to avoid rape by someone you know'. Ask the groups to give their results and make a list of suggestions on the corresponding flipchart papers. Add things if necessary (see Training Aid 8.1.3 A for examples of guidelines and suggestions).

⁵ Adapted from: *Friends Tell Friends on the Streets* by Greg Carl & Nonthathorn Chaiphech (Thai Red Cross AIDS Research Centre: Bangkok, 2000), Exercises: Hello... Help me and Heart Asunder, p. F-4 & F-10.

Step 3 – 15 minutes

Discuss the results in plenary using the following questions:

- What are factors that may place a person at risk of rape?
- Do you think that in rape cases a person ‘asks’ to be raped? Why or why not?
- Do you think that you are at risk? Why or why not?
- What can you do to prevent rape?
- What would you do if it happened to you?
- What would you do if it happened to one of your loved ones?

Make a third flipchart: “What to do in case of rape?” Ask the participants for ideas. Write all points down and give a brief explanation.

Step 4 – 25 minutes

Show the participants the heart shaped paper. Ask them if they know what a broken heart is. Explain that in this case it symbolises the heart of a person who has been raped. Give each group a heart. They have to tear it in parts and on each part they write an effect that rape can have on the life of the victim. Give them some hints to help them think in the right direction as needed:

- Self-esteem
- Health
- Relationships with others
- Goals in life.

Give them 10 minutes to prepare their broken heart. In the meantime the trainer prepares 4 flipcharts with the titles: ‘self-esteem’, ‘health’, ‘relationships with others’ and ‘goals in life’. Put them in a place where everybody can see them. When the groups are ready, ask them to stick the parts of the heart relating to the subject on the corresponding flipcharts. Ask each group to present the outcome of one flipchart. Add relevant issues to the results of the group work (see Briefing Note: Rape).

Examples of possible answers are:

- Self-esteem: ashamed, guilty, insecure and feeling dirty
- Health: risk of HIV or other STD infections, risk of pregnancy, mental problems
- Relationships with others: people blame the victim, afraid to tell, problems with dating
- Goals in life: stop education (due to pregnancy for example), cannot concentrate on work or education, changes in lifestyle due to depression and lack of self-esteem and trust in others.

Step 5 – 20 minutes

Discuss the results in plenary using the following questions:

- How do people react when they find out that a person has been raped?
- Do you agree with this reaction? Why or why not?
- How would you feel if you were raped?
- What can friends and family do to help a victim?
- What can the community do?

Step 6 – 5 minutes

Conclude the session by summarizing the following points:

- Rape means having sexual intercourse with other(s) against her or his will.
- Rape is not the victim’s fault. Rape happens because the rapist has a problem and uses power to relieve it.
- Rape is not about sexual pleasure but about power.
- Rape can happen to everyone and the rapist can be a stranger but also someone you know.
- It is important to report rape because it is a crime and the rapist should be punished.
- It is unfair to blame the victim.
- Try to support victims of rape.



Training Aid 8.2.3 A: Guidelines on How to Avoid and Deal with Rape

These guidelines provide advice on how to prevent rape by stranger or people you know and what to do if it happens.

Flipchart 1: Guidelines to avoid rape by a stranger

- Do not tell people that you are alone at home.
- Do not give strangers or persons with whom you feel uncomfortable your name, address or telephone number.
- Make sure that the entrance to the place you live can be seen well.
- Learn self-defence techniques to gain confidence and to defend yourself.
- Carry a device that can make a loud noise such as a whistle.
- Do not walk alone in a deserted area after dark.

Flipchart 2: Guidelines to avoid rape by someone you know

- Set clear limits to sexual behaviour.
- Communicate these limits to the persons.
- Avoid mixed messages, like saying “No” but encouraging sexual advances.
- If the person does not stop, resist firmly and make noise, or shout.
- Avoid dating or being in the company of someone who is very demanding and controlling.
- Avoid spending time with people who drink a lot or use drugs.
- Avoid drinking alcohol and using drugs that may interfere with your judgement and ability to respond.
- Avoid places where no one will hear you if call for help.

Flipchart 3: What to do in case of rape

During the rape:

- Whenever possible try to escape.
- If you are overpowered, as in cases of gang rape, play ‘dead’ and relax your muscles. Fighting may make you a more exciting victim and may harm your body at this stage.
- You will most possibly be in shock. Try to remember who does what (faces of the rapists) and try to decrease their feelings of sexual excitement and power abuse. This is very difficult, but it may help you later.
- Get away to safety after the rape to people you can trust.

After the rape:

- Discuss it with someone who can help.
- Take someone with you to the police station and hospital.
- Get a medical check-up immediately.
- Do not wash yourself or your clothes before getting medical attention.
- Always ask for a copy of the police report and medical report.



Briefing Note: Rape⁶

A severe form of sexual violence is rape. Rape is defined as having sexual intercourse with somebody against her or his will in most of the national laws. Unfortunately it happens often, also within families between husband and wives, between (grand)parents and (grand) children, and brothers and sisters. It is difficult to talk about the subject but important to do so. The woman (man) or girl (boy) who is raped is in a difficult position. Often the family and the community think it is the victim's own fault. This is very unfair. The result is that the victim cannot go anywhere to share her/his feelings about what has happened. The psychological impact on the victim is very big. Therefore, it is important that the family, friends and community help instead of blame the victim.

If it happens

When an attempt of rape takes place in public places it often happens that a man or several men grab a woman and quickly move her to a second location where they do not have to worry about getting caught.

If this happens it is always wise to show clear resistance. The aggressors get discouraged because it only takes a minute or two for them to realize that going after you will not be worth it because it will be time- and energy-consuming. You might think that you will make them angry and make them want to hurt you more, but mostly they want a woman who will not cause a lot of trouble.

Often these men will not pick on women with umbrellas in their hands, or other similar objects that can be used from a distance as a weapon. If someone is coming towards you, yell out loudly at him "Stop!" or "Stay back!" If you carry an object able to use as a weapon, hold it out. Show that you are not afraid to fight back and that you are not an EASY target.

As a self-defense mechanism, if someone is following you on the street or in a garage or is with you in an elevator or stairwell look him in the face and ask him a question. Now you have seen his face and could identify him in a line-up. You also lose appeal as a target.

Of course, resistance is not recommended if you are threatened with a knife or other weapon or are clearly outnumbered by a gang. In such cases you do not have much choice. Resistance, especially in group situations can lead to more violence. Try to be a docile and thereby 'boring' victim. Try to get away, quietly and quickly as soon as you can.

What to do after a rape

Women who have been raped suffer further pain of having people look down on them as though they were responsible for the crime. Therefore, many women who are raped do not report the crime to the police or authorities. They think people will blame them. Their families are ashamed. Sometimes their families agree to accept money in compensation for the suffering and do not report the crime. This is a terrible consequence for the victim for the rest of her life. If women who are raped do not report the crime, the rapist may continue to rape other women without fear of punishment. If women do not report the crime, it is like saying that the crime itself is not very important. The society should support the victim and demand that the rapist face punishment.

⁶ Adapted from: *WWRGE Manual-Cambodia* by Rosalinda Terhorst et al. (ILO: Bangkok, 2004), Exercise: 4.17 Rape, p. 118-121.

It is very important that you can prove the rape

You have to go to a hospital where a doctor will examine you and complete a medical report. Ask for a copy. You **should not wash yourself or the clothes** you were wearing before going to the hospital and the police. If you do so, you will wash away the evidence. Go immediately to the police. All evidence like torn clothes should be kept.

After a rape, go to the hospital and the police station. Take a friend with you, to make a report. You have to ask specifically to press charges. This step is often forgotten so most rape cases cannot be criminally charged. Always ask for a copy of the police report.

It is better not to go alone to the hospital and police. Go with a friend or even a group. It is safer and you have moral support from your friends and it gives you more strength and power. The best thing to do is to go immediately because of the proof that is needed.

Problems

Offenders often take advantage of their higher position and power to rape their subordinates. Women who are young, junior or in an insecure employment situation are at high risk and sometimes unable to protect their own rights, as is the case for most women employees who are raped by their employers or managers; students raped by their teachers; and women or girls from the countryside raped by the owners of employment agencies or their assistants when they seek work; or beer girls who return home for work. The attackers often count on their victims' lack of education, life experience, and/or social power, and know they can attack them with impunity.

There are a number of problems related to the application of the law:

- Officials often do not treat sexual violations seriously
- Officials try to compromise in order to end sexual assault cases quickly
- Medical evidence is important in fighting the case but the medical authorities are not always cooperative and sometimes do not want to be a witness in court.

However, in every country and situation, there are people and organizations willing to help. Find out who or which organization can help you. This is important for you and very important to future victims as rape has to be stopped.

Facts and myths about rape

Myth: Rape only happens in slums and places that are a source of crime.

Fact: Rape happens in any public or private place and in poor as well as rich communities.

Myth: Rape only happens to young and beautiful people.

Fact: Rape victims can be anyone, even babies, the elderly and disabled.

Myth: Rape happens because women dress revealingly and provocatively.

Fact: Women who dress modestly also get raped all the time.

Myth: If a woman resists she cannot be raped.

Fact: Often the rapist can overpower the victim and uses a dangerous weapon to force the victim to comply. If you are threatened with a knife or gun, you do not have much choice because you do not want to die.

Unit 8.3 How to Say “No” to Alcohol and Drugs



Content

In this unit attention is given to the effects of using drugs, alcohol and cigarettes. The participants learn that it is useful to have accurate information about drugs, alcohol and cigarettes. This will enable them to make a distinction between myths and facts and to refuse drugs by using arguments. They will learn that refusal to excessive drug use is not a sign of weakness but, on the contrary, a sign of strength.



Key Messages

- The use of alcohol and drugs has great negative impact on the functioning and thinking of persons and it can result in very dangerous situations.
- The effects of alcohol and drug use can be different for different people.
- There are many myths about alcohol, drugs and cigarettes. Make sure you get accurate information so you can make your own decisions based on correct facts.
- When you are well informed, it is easier to refuse things you do not want because you can use arguments.
- Refusing drugs does not make you a loser. Actually, you are strong because you can resist something that is bad for you.



Exercises

- 8.3.1 Spinning Around: Effects of Alcohol and Drugs
- 8.3.2 Myths and Facts about Alcohol, Drugs and Cigarettes
- 8.3.3 “No” to Alcohol and Drugs
- 8.3.4 Campaign against Alcohol and Drugs



Related Unit

- 7.4 What Are STDs and Aids?

Exercise 8.3.1 Spinning Around: Effects of Alcohol and Drugs



Objective

To find out what effects the use of alcohol and drugs can have on someone’s ability to function



Target Group

Youth and adults



Duration

45 minutes



Seating Arrangements

Empty room with enough space for the game



Materials

For Game 1:

- Two cords or ropes of about 3 meters long

Or, for Game 2:

- Two pieces of flipchart paper with a small dot in the middle
- Two pins or markers



Training Aid

8.3.1 A: Effects of Alcohol and Drugs



Session Plan

Introduction

This exercise is a starter to talk about the effects of drugs and alcohol. It is up to the trainer to decide how much detail to get into, depending on the level and interest of the participants. The more the participants are already familiar with alcohol and drugs, the more details about the effects are discussed.

Step 1 – 20 minutes

Explain that this session will be about experiencing the effects of drugs and alcohol. Choose one of the following games to start with.

Game 1:

Lay the two ropes/cords in a straight line on the floor, about 3 meters apart. Divide participants into two groups and ask them to line up before the two ropes. Make sure that each team has the same number of people in the game. When there is an uneven number of participants (one of) the trainer(s) can join. Give each person a number. The first person of each group is the team captain.

Explain the rules of the game:

- The members of each of the two teams will have to walk, one by one, over the rope to the end.
- Person 1 starts by simply walking towards the end of the rope. Person 2 must spin around 1 time before walking, Person 3 must spin around two times, Person 4 three times, Person 5 four times and so on.

- The team captain will check that each person spins around the correct number of times before s/he starts to walk.
- After spinning around the correct number of times, the person must start walking immediately.
- As soon as s/he arrives at the end of the rope, the next person starts with spinning. This means no spinning before the previous person has reached the end of the rope.
- The first team with all members finished is the winner.

Game 2:

Hang two pieces of flipchart paper on the wall about 3 meters apart from each other. Place a dot with a marker in the middle of both flipchart papers. The dot needs to be clearly visible but should not be too big. Divide the participants into two groups and ask them to line up before the two flipcharts. Make sure that each team has the same number of people in the game. When there is an uneven number of participants (one of) the trainer(s) can join. Each team assigns a team captain who stands first in line. Give each other person a number.

Explain that they are going to play a game.

- In this game participants will put another dot with a marker on top of the dot that is already on the paper. (You can also ask them to put a pin on top of the dot).
- The team captain starts by just putting a dot and hands over the marker to Person 1.
- Person 1 is spun around 1 time before putting the dot and will hand over the marker to Person 2. Person 2 will be spun around two times, puts a dot and will hand over the marker to Person 3. Person 3 is spun around three times before putting a dot, and so on.
- The persons that are spun around have to place the dot immediately after the spinning stops. They are not allowed to wait until they are less dizzy.
- The spinning around is done and checked by the team captain.
- As soon as the marker is handed over to the next person, the turning of that person starts.
- The team of which all team members have put their dot first wins the game.

Step 2 – 20 minutes

Start a discussion in plenary. Use the following questions (for possible answers see Training Aid 8.3.1 A):

- What happened during the game?
- How did you feel having to spin around in the game?
- Was the effect of spinning around the same for everybody?
- Do you know what happens after drinking many alcoholic drinks or using drugs?
- Have you experienced this kind of feeling yourselves? How did you feel?
- Is the effect of using alcohol or drugs the same for everyone?
- In what situations is it dangerous to be under influence of alcohol or drugs? Why?

Step 3 – 5 minutes

Conclude the session with the following messages:

- Drinking alcohol or using drugs can be dangerous for health.
- The effects of alcohol and drug use can be different for different people, for example, little alcohol can make children or people who do not often drink become drunk more easily and has less impact on people who are used to drinking a lot.
- In some communities young baby boys are given alcohol to drink and are encouraged to start smoking even when only a few years old. This is a very harmful practice: a baby boy can get drunk from 1 to 2 sips of beer and the process of addiction starts already. It also has negative impact on the mental development of children.
- Most people lose their ability to coordinate their bodies and maintain their mental judgement when they become drunk or ‘get high’ on drugs. This often leads to accidents, violence, social disorder and abuses.



Training Aid 8.3.1 A: Effects of Alcohol and Drugs

Examples of possible effects of using alcohol and drugs are as follows⁷:

Mental and emotional health:

- Decreases learning and performance, in school or on the job
- Intensifies feelings and moods
- Interferes with decision making
- Intensifies stress
- Is linked to most violent crimes
- Is linked to suicides (attempts).

Physical health:

- Destroys brain cells
- Decreases athletic performance
- Interferes with coordination, and thereby increasing risk of accidents
- Causes forgetfulness
- Dulls the body senses
- Increases heart beat rate and blood pressure in rest situations
- Interferes with healthful appetite
- Interferes with vitamin absorption
- Causes heart disease
- Causes cirrhosis of the liver
- Increases risk of kidney failure
- Linked to HIV infection.

Life and work in general:

- Interferes with effective communication
- Increases likelihood of violence
- Linked with missed days at school or work
- Costly because of increased costs for health care
- Costly to the community.

⁷ Adapted from: *Friends Tell Friends on the Streets* by Greg Carl Nonthathorn Chaiphech (Thai Red Cross AIDS Research Centre: Bangkok, 2000), Exercise High-Low, p. B-7.

Exercise 8.3.2 Myths and Facts about Alcohol, Drugs and Cigarettes



Objective

To get accurate information about the use of alcohol, drugs and cigarettes



Target Group

Youth and adults



Duration

60 minutes



Seating Arrangements

Group seating for small groups of 4-5 persons



Materials

- 1 photocopy of Training Aid 8.3.2 for each group
- Flipchart paper, markers and a roll masking tape for each group
- Scissors



Training Aids

8.3.2 A: Statements about Alcohol, Drugs and Cigarettes

8.3.2 B: Answer Sheet: Alcohol, Drugs and Cigarettes



Session Plan

Step 1 – 15 minutes

Divide participants in small groups of about 4-5 persons. Give each group a piece of flipchart paper, a marker, a roll of masking tape and a set of the Statements about Alcohol, Drugs and Cigarettes (Training Aid 8.3.2 A). Ask each group to do the following tasks:

- Divide the flipchart into two columns: left column for FALSE and the right column for TRUE.
- Arrange the statements by putting them on the flipchart in the right column.

Step 2 – 40 minutes

Hang the flipcharts from each group where everyone can see them. Together with the participants, check all statements one by one and provide the correct information (see Training Aid 8.3.2 B). Ask them the following questions after providing the correct information for each statement:

- Are you surprised to know this?
- What did you think or what did you hear about this before knowing this fact?

End the discussion by asking which myths are very dangerous and why it is so important to have correct information.

Step 3 – 5 minutes

Summarize the discussion and explain once more that it is important to know the facts and to have correct information on drinking, smoking and drug use so that everybody can decide for themselves whether it is a good and healthy thing for them to do or not. For example: advertisements for alcohol and cigarettes show drinking and smoking as a ‘cool’ thing to do but often they neglect to mention that these are harmful to health. Also, when people are pressured by friends or others, they can say with confidence why they do not want to drink alcohol, smoke cigarettes or use drugs.



Training Aid 8.3.2 A: Statements about Alcohol, Drugs and Cigarettes

Guidelines: Photocopy this page, one copy for each group. Cut along the dotted lines for the separate statements and give each group one complete set of statements.

1. Alcohol is only a problem when you use it for a long period.
2. The only problem with alcohol and drugs is that they are addictive.
3. Heroin is addictive.
4. Smoking a cigarette now and then is not harmful.
5. Drinking beer is not a problem.
6. Even if you have smoked for years it is not too late to quit.
7. If you drink alcohol or speed drinks or take drugs in the form of pills there is no risk of HIV/Aids infection.
8. With alcohol you have better sex.
9. Alcohol affects some people more than others.
10. A cup of coffee and a cold shower will sober someone who is drunk.
11. It is rare for a teenager to become an alcoholic.
12. Smoking cigarettes is addictive.
13. Driving after smoking marijuana is safer than after drinking alcohol.
14. Coffee, tea and many soft drinks contain drugs.
15. You can control yourself not to become addicted to alcohol.



Training Aid 8.3.2 B: Answer Sheet: Alcohol, Drugs and Cigarettes⁸

These are the correct answers to the statements. Give the explanation during the discussion.

1. Alcohol is only a problem when you use it for a long period.
False: the use of alcohol immediately slows reaction time and affects coordination.
2. The only problem with alcohol and drugs is that they are addictive.
False: They also cause health problems and problems in relations, at work, etc.
3. Heroin is addictive.
True: A person can easily become addictive to heroin. It creates a physical and physiological dependence.
4. Smoking a cigarette now and then is not harmful.
False: One cigarette often leads to more, as nicotine is an addictive substance. Smoking for any period is dangerous to health. You have a higher risk of lung cancer and other lung and heart diseases.
5. Drinking beer is not a problem.
False: Beer contains, just like all other alcoholic drinks, ethyl alcohol and that affects drinkers. Drinking beer is just as harmful as drinking wine for instance.
6. Even if you have smoked for years it is not too late to quit.
True: If there is no permanent damage to your heart or lungs your body will start to recover from the non-permanent damage. Even with permanent damage it is wise to stop because the process will slow down.
7. If you drink or take drugs only in the form of pills there is no risk to HIV/Aids infection.
False: Alcohol and drugs influence your thinking so you have a higher risk of using a condom not correctly or not using it at all.
8. With alcohol you have better sex.
False: Alcohol can cause problems such as lack of erection, loss of sexual feeling or inability of orgasm.
9. Alcohol affects some people more than others.
True: Factors that influence how alcohol affects the individual include body weight, amount of alcohol consumed, presence of other drugs, and general health of the individual.
10. A cup of coffee and a cold shower will sober someone who is drunk.
False: Only time will cause a person to become sober.
11. It is rare for a teenager to become an alcoholic.
False: Worldwide teenagers start drinking at a younger and younger age.
12. Smoking cigarettes is addictive.
True: Most people become addicted to nicotine. People cannot quit easily.

⁸ Adapted from: *Friends Tell Friends on the Streets* by Greg Carl & Nonthathorn Chaiphech (Thai Red Cross AIDS Research Centre: Bangkok, 2000), Exercise: Myths and Facts about Drugs, p. B-28.

13. Driving after smoking marijuana is safer than after drinking alcohol.
False: Both affect coordination. Your reaction will be slower so you have a high risk of accidents.
14. Coffee, tea and many soft drinks contain drugs.
True: Coffee, tea, and many soft drinks contain caffeine, which is a stimulant. Caffeine is addictive. Headaches are a common sign of withdrawal.
15. You can control yourself not to become addicted to alcohol.
False: Alcohol is a drug, as is any substance that affects the mind or body.

Exercise 8.3.3 “No” to Alcohol and Drugs



Objectives

- To practice refusal skills by formulating arguments
- To understand that refusal of alcohol, cigarettes and drugs is not a sign of weakness but a sign of strength



Target Group

Youth and adults



Duration

90 minutes



Seating Arrangements

Circle seating



Materials

- 6 red cards and 6 green cards
- Markers



Session Plan

Preparation

Write one of the following lines on each red card and do the same with the green cards.

- Drinking some alcohol
- Having sex
- Using drugs
- Smoking a cigarette
- Going out for gambling
- Going to a movie.

Step 1 – 15 minutes

Pair up participants into 12 couples. If there are more than 24 persons, make a few groups of 3 persons. If there are fewer than 24 persons, remove some of the cards. Make sure that the cards with alcohol, drugs and cigarettes stay in the game. Give each pair a card. Ask them to read the text.

Ask the pairs with a **green** card to think about arguments they can use to **convince** people to join them in the activity that is stated on the card. Ask the pairs with the **red** cards to think about arguments to **refuse** to do the activity stated on the card.

Step 2 – 60 minutes

Invite the persons who have the red and green card with drinking some alcohol to come to the middle of the circle. They have to act out their scenarios. Those with the green card start first and try their best to convince those with the red card to do the activity. Those with the red card must come up with arguments to refuse. Make sure the role play does not take longer than 5 minutes. Start a brief discussion in plenary using the following questions:

- What arguments were used to convince?
- What arguments were used to refuse?
- Which arguments do you think were the smart ones?

Ask the role players how they came up with arguments to convince and refuse and what they felt about them, especially those who had to make arguments to refuse: did they feel comfortable to refuse the offer? Then ask other participants to comment on the arguments and discuss their experiences. Together with the group, try to come up with a list of good arguments to refuse the offer to do the activity.

Continue doing the role plays and the discussion in plenary for the remaining cards. Be careful not to spend too much time on one topic and manage the time to cover all topics. Each topic should not be discussed for more than 10 minutes.

Step 3 – 15 minutes

Round up using the following questions:

- Many youth find it difficult to refuse doing things with friends. Do you have any idea why?
- In your experience: how do you deal with refusing an offer from your friends?
- What do you think are the best things to do when do you do not want to do things that your friends ask you to do?

Conclude the exercise by emphasizing these points:

- Refusing things you do not want is not a sign of weakness. Actually you are stronger because you can resist something despite the pressure that is put on you by the other(s).
- It is very important that you know the risks attached to the activities which your friends ask you to do and that you make a decision based on accurate information instead of giving in to the pressure you may feel from your friends.
- When you are not sure or feel insecure about doing something, do not give in to pressure even if others tell you that you are a loser. Getting into troubles and risking your health and your life is never cool.

Exercise 8.3.4 Campaign against Alcohol and Drugs



Objective

To become an advocate against alcohol, drugs and cigarettes



Target Group

Youth and adults



Duration

45 minutes



Materials

- Flipchart paper
- 5-6 pairs of scissors
- Markers in different colours
- Glue or tape
- A few old issues of magazines for each group



Session Plan

Introduction

This exercise can be done after Exercises 8.3.1 Spinning Around: Effects of Drugs and Alcohol and 8.3.2 Myths and Facts about Alcohol, Drugs and Cigarettes in which participants received accurate information about the effects of alcohol, drugs and cigarettes. This exercise can be used as a check to make sure that participants understand the information. It is also a way to allow them to develop arguments against peer pressure and express themselves in a creative way to disseminate information they find important. There is no need to discuss things further in detail. Only correct wrong messages if there are any.

Step 1 – 30 minutes

Divide participants in small groups of 4 persons. Give each group a piece of flipchart paper, a couple of markers in different colours, a pair of scissors, glue and some old magazines.

Each group will think about a message to warn people about the use of alcohol, drugs or cigarettes. They can choose just one topic, a few or all topics. They will make a poster for use in their community or workplace. They are free to do the posters in any style they want. For example, they can write a slogan(s) on the flipchart and illustrate the message(s) with pictures, texts, or drawings, etc. They can use pictures or materials from the magazines or draw the illustrations themselves.

Step 2 – 15 minutes

Display the posters in the room and make a brief round, asking the makers of each poster for a brief explanation. A long detailed discussion is not necessary. End the session with a summary of the dangers of using alcohol, drugs and cigarettes (see the previous exercises).

Sources for Further Reading

Carl, Greg & Chaiphech, Nonthathorn, *Friends Tell Friends on the Streets*, Thai Red Cross AIDS Research Centre: Bangkok, 2000.

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