

Part Three

Facilitator's Toolkit



Overview

This section offers facilitators a menu of tools to use to design the workshop. These tools or 'building blocks' include:

3.1 Integrated Wellness Exercises

3.2 Threats Exercises

3.3 Alternative Exercises

3.4 Ice-Breakers

3.5 Additional Sessions

3.1 Integrated Wellness Exercises



3.1 Integrated Wellness Exercises



Title	Selection considerations	When to use	Timing
My pillars exercise	This is an excellent exercise for use in a workshop that has a deeper focus on wellness.	Day Two, morning or afternoon	45 minutes
Pillars personal plan	Use in conjunction with 'My Pillars Exercise'	Day Two, morning or afternoon	45 minutes
The river exercise	All workshops should include some form of discussion of well-being strategies, this exercise is a strong, interactive format to help the group identify and discuss strategies.	Day Two, afternoon or Day Three, morning	60 minutes
Well-being barometer exercise	This is a good exercise to open up either a session or a day of work on wellness, it is very dynamic, so a good energiser as well.	Day Two, morning	30 minutes
Body Map Exercise	This is a very powerful exercise that helps participants connect to their bodies, emotions and experiences by drawing a life-size outline of their bodies and placing symbols on the drawing on the areas where they feel strong emotions.	Day Two, never in the end of the day	60 minutes
Finger holds for managing emotions	This is a quick, practical exercise that teaches simple tools for managing extreme emotions. It can be used as an energiser as well and is good to use after an emotionally challenging exercise.	Day Two, morning or afternoon or Day Three, morning	20 minutes
Hara breathing exercise	This is a good exercise to begin a session and in particular to help a group to focus and to clear stress.	Day One, morning or Day Two, morning or afternoon	30 minutes

EXERCISE:

*My Pillars*³⁰

FORMAT:

GROUP
EXERCISE

TIME: 45 MINREQUIRED MATERIALS: BLANK PAPER, PENCILS OR PENSUMMARY:

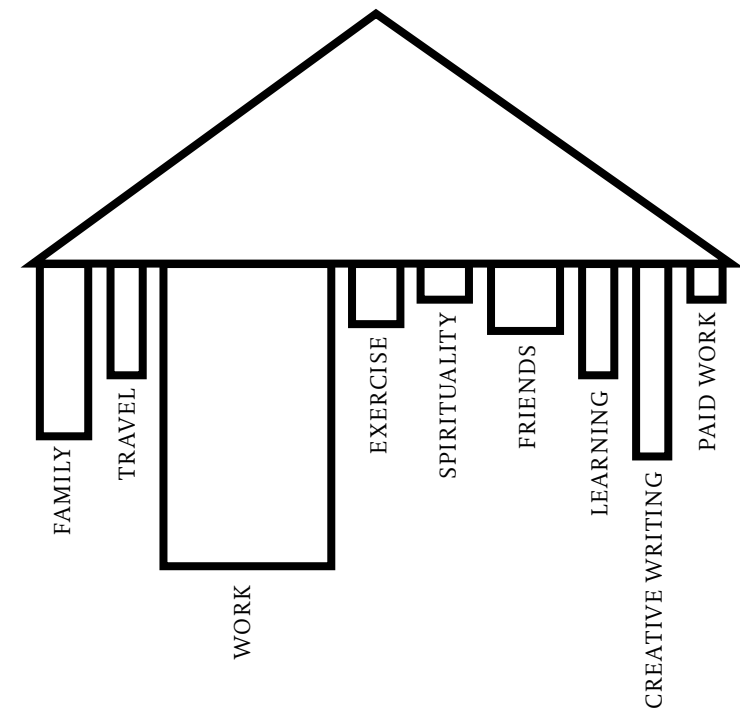
This exercise is a useful way for participants to reflect on elements or 'pillars' of their life and to assess how much time and attention they devote to each, in order to determine what is and isn't in balance.

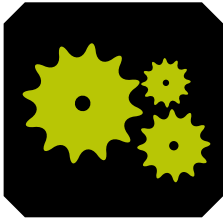
KEY EXPLANATION POINTS:

- Ask participants to draw a house that illustrates their current life. They should do this individually, without discussion.
- First, they draw the roof of a house. Then they are asked to draw the pillars that represent the different aspects of their life that are important to them and 'hold up' their house. These pillars should be labeled. The pillars should be drawn in proportion to how important they are and how much time they spend on them.
- Once they have completed their 'house', they return to the group and each participant presents it.

FACILITATION NOTES:

An example of how a completed 'house with pillars' might look is presented below:





EXERCISE:

FORMAT:

Pillars Personal Plan

INDIVIDUAL
AND
GROUP
EXERCISE

TIME: 45 MIN

REQUIRED MATERIALS: BLANK PAPER, PENCILS OR PEN

SUMMARY:

This activity should be a follow-on to the ‘pillars’ exercise. Once participants have assessed what elements they would like to focus more attention on in their lives, they then develop a personal plan to take steps to develop the ‘underdeveloped’ pillars.

KEY EXPLANATION POINTS:

- Ask participants to choose four pillars that they would like to work on (that are important but not developed).
- For each pillar, they should then identify three goals they would like to achieve to develop that pillar. For each of these goals, they should describe what skills are needed to achieve them and what inner strengths/power they already have to accomplish this goal.
- Goals should be achievable and realistic.
- Participants can add pillars if necessary.
- Participants should work on their own for around 15 minutes, and then in pairs for an additional 15 minutes.
- A presentation or discussion should follow.

The pillar plan could look like the one below:

Pillar #1

Goal	Skills needed	Inner strengths/ power to achieve
1		
2		
3		

FACILITATION NOTES:

- It can be challenging for participants to develop concrete goals and personal plans. Facilitators should be active in circulating and supporting participants during this process. In addition, facilitators should consider pre-selecting pairs to ensure that participants that may be struggling are matched up with stronger participants.

Alternate option:

- For groups that need more support, consider using triads instead of pairs for the joint work on personal plans.
- If there isn’t time for a group discussion of the plans, participants could choose a partner from their organisation or a friend who can remind them to develop the expressed goals.

EXERCISE:

*The River*³¹

FORMAT:GROUP
EXERCISETIME: 60 MINREQUIRED MATERIALS: COLOURED PAPER (6 PIECES PER PARTICIPANT), MARKERSSUMMARY:

This exercise is excellent for both identifying and sharing self-care strategies.

KEY EXPLANATION POINTS:

- Ask each participant to sit for a few minutes with six pieces of paper on which they write the strategies that they employ to keep themselves well (in one or a few words). Each piece of paper will represent 'stones'.
- Once a participant has finished writing out their strategies, they should set them out in the shape of an imaginary flowing river. Wait until all participants have placed their strategies along the length of the river.
- Then, ask each participant to walk down the river by stepping on the 'stones' (strategies) that they feel are important (it does not matter in which direction they walk along the river). Some may choose to step on their own stones, whereas others may just select the stones that resonate with them (not their own). When a participant stops on a stone, they are asked to explain why that stone (strategy) is important to them. The group simply listens to each participant, without making comments.
- After the session, the facilitators should lead a brief discussion on how the process went (how it felt, not about the details of the strategies). It is possible also to post strategies up on the wall afterwards so that people are surrounded by them, and refer to them again later in the workshop and in summaries – to remind everyone of the many strategies available to them.

FACILITATION NOTES:

- This exercise should be facilitated in a peaceful place, preferably in nature, if possible. It is a very focused and calming exercise, so facilitators need to set the tone for this.
- Note that in some contexts, participants would prefer not to step on the 'stone', for example, if spirituality or prayer has been listed as a strategy. It is fine for them to stand near the 'stone' instead.



EXERCISE:

*Well-being Barometer*³²

FORMAT:

GROUP
EXERCISE

TIME: 30 MIN

REQUIRED MATERIALS: SET OF QUESTIONS FOR BAROMETER

SUMMARY:

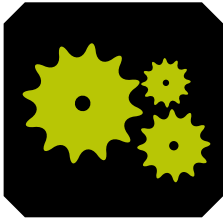
This is an interactive, energetic exercise that works well to stimulate participants' thinking about integrated wellness, it is equally useful for facilitators to assess attitudes of the group.

KEY EXPLANATION POINTS:

- Ask participants to stand up, and explain that one end of the room represents the place where you strongly agree to a statement, the opposite end is where you strongly disagree, and the middle is neutral.
- Ask participants to place themselves in each space depending on how they answer each of a series of 10–15 statements.
- Give simple statements at first (such as: 'I am a cat lover'), so that participants can get a feel for the exercise.
- Then, give more complex and challenging statements that have been prepared for the group, such as: 'my organisation supports me when I need a break'; 'I rest when I need to'; or 'I am not prejudiced'. For the first set of 8–10 statements, the facilitator asks for between two and five comments; the last five statements are made without comment.

FACILITATION NOTES:

- This exercise should move quickly, it is very interactive and good as an ice-breaker.
- Participants are free to change positions if they hear a comment that helps them think more deeply about the statement.
- Facilitators should have a set of questions prepared in advance that are most relevant to the group and the type of issues we want to explore. Though the example questions are about integrated wellness, they could also address key issues, such as solidarity, power or trust.

EXERCISE:

Body Map³³

FORMAT:

INDIVIDUAL
AND GROUP
EXERCISE

TIME: 60 MINREQUIRED MATERIALS: LARGE BLANK PAPER (ONE PER PARTICIPANT), MARKERS, ARTS AND CRAFTS MATERIALS*SUMMARY:

This is a very powerful exercise that helps participants connect to their bodies, emotions and experiences by drawing a life-size outline of their bodies and placing symbols on the drawing on the areas where they feel strong emotions.

KEY EXPLANATION POINTS:

- **Individual work:** ask each participant to create a life size outline of themselves. Within this figure, then ask them to draw (or use any materials they would like) the places where they feel deep emotions. Emotions can include anger, pain, love, joy, happiness, emptiness – it is up to the participant to choose the emotions, but they should try to strike a balance between what they perceive as ‘positive’ and ‘negative’ emotions. They can use a symbol to express that emotion, either drawn or with materials on hand.
- **Individual presentations within group:** ask each participant to present their drawing and explain the emotions that they felt (hurt, anger, love, happiness), and when they first felt that emotion in that particular place. They are also welcome to give any other observations or comments. Other participants should not comment on the presentations.
- **Work in pairs:** ask participants to go into pairs to talk about one thing that hurts them. The person who is listening should not offer opinions or advice, but simply listen openly and with compassion. This is an opportunity to engage in deep and focused listening to someone else – and to understand how even a little support is enough to release pain.

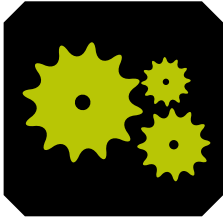
FACILITATION NOTES:

- This is a very powerful and moving exercise. Expect it to release deep emotions for participants, and keep the space as safe and supportive as possible. The exercise should never be used at the end of the day, it must be followed by further exercises that will help develop strategies to work with the issues that have been surfaced.
- Some participants may find this exercise difficult, and leave areas of their ‘bodies’ blank. Facilitators should gently ask follow-up questions in these cases to draw the participant out and ask about areas that are blank.

Alternative Option:

- If time is limited, don’t do the final work in pairs. However, do leave some time and space for participants after the exercise to work with some of the emotions that have been released – if possible, give a break to the group here, and perhaps an opportunity to go for a walk.

*OPTIONAL MATERIAL, INCLUDING GLUE, PLAYDOUGH, YARN, ETC.



EXERCISE:

PAGE 1/2

FORMAT:

GROUP
EXERCISE

*Finger-holds for Managing Emotions*³⁴

TIME: 20 MIN

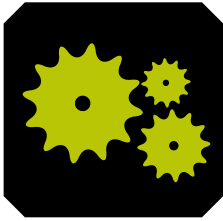
REQUIRED MATERIALS: NONE

SUMMARY:

This is a light and practical exercise that offers participants tools for immediate self-care by teaching simple finger-holds to release extreme emotions. It is also good as an icebreaker in between sessions.

KEY EXPLANATION POINTS:

- Explain that the following exercise, based on Polarity and Indonesian culture, is a simple way to manage emotions by holding the fingers.
- It is also connected to the art of Jin Shin Jyutsu, a Japanese acupressure technique.
- Emotion is like a wave of energy that moves through the body. Often with strong emotions the energy of the body becomes blocked. Through the fingers run meridians or channels of energy.
- Through each finger runs a channel of energy that corresponds to the different emotional states (*see the next page*).
- The fingerholds are a very helpful tool to use in daily life. In difficult or challenging situations when tears, anger or anxiety arise, the fingers may be held to bring peace, focus and calm so that the appropriate response or action may be taken. The practice may also be done for relaxation with music, or used before going to sleep to release the problems of the day and to bring deep peace to body and mind. The practice may be done on oneself or on another person.
- Ask participants to gently hold each finger with the opposite hand for two to five minutes until they feel a steady, rhythmic pulse. This will help move and drain blocked energy, and bring back a sense of balance and harmony to the body. They can work with either hand.
- Explain that deep breathing while holding each finger can also help to bring the body-mind-spirit to a state of peace and harmony.
- As they hold each finger, ask participants to breathe in deeply; recognize and acknowledge the strong or disturbing feelings or emotions you hold inside yourself. Breathe out slowly and let go. Imagine the feelings draining out your finger into the earth. Breathe in a sense of harmony, strength and healing. And breathe out slowly, releasing past feelings and problems.
- Explain that often, as you hold each finger, you can feel a pulsing sensation as the energy and feelings move and become balanced.
- Summarise the exercise by explaining that this is something that participants can do at any time, when they feel stress, anger, anxiety, or any other strong emotion. It only takes a few minutes, and is a useful tool in difficult situations.

EXERCISE:

PAGE 2/2

FORMAT:GROUP
EXERCISE

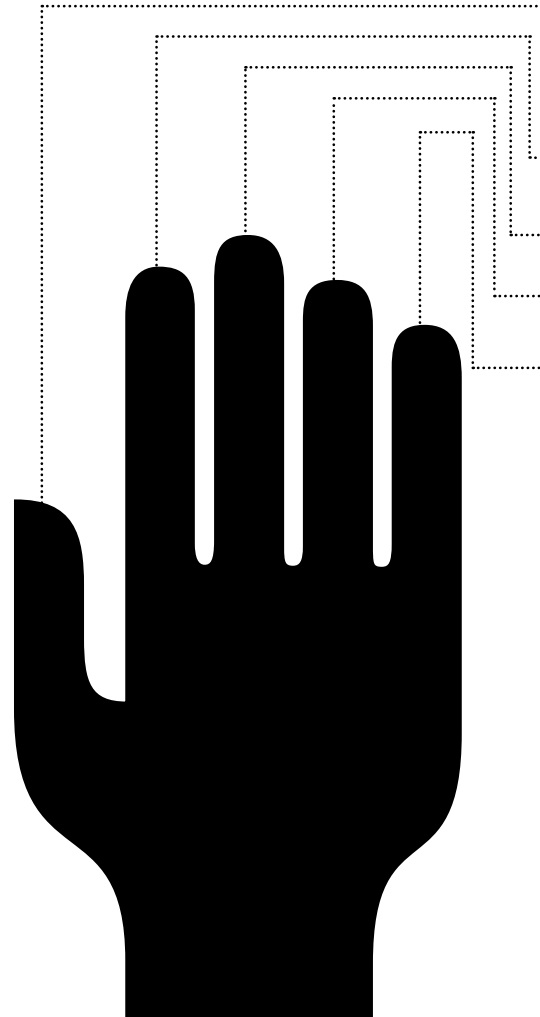
Finger-holds for Managing Emotions

FACILITATION NOTES:

- This exercise helps balance the energetic pathways that run through the fingers (referred to as meridians), which brings harmony to the entire body.
- This is a nice exercise to offer as a simple tool for self-care, and helps to emphasise that we carry the tools for self-care within ourselves.
- This exercise can be very useful following a challenging or emotional session, to help release emotions and shift the group into a space where they feel more hopeful and empowered.

Alternative Option:

- For participants who have challenges using their hands and fingers, or who are missing fingers or limbs, discuss this exercise beforehand and assess their comfort levels with it – they may be able to adapt it to hold other parts of their hand that correspond to the correct meridians, they could place fingers on the center of the palm (either side), which helps with fatigue and depression.
- An experienced facilitator who is familiar with ‘mudras’ (sometimes referred to as hand yoga) could continue this exercise by teaching specific mudras to the group.



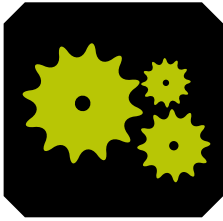
Thumb = Emotional pain, sadness, grief, tears

Index Finger = Fear, terror

Middle Finger = Anger, rage, resentment

Ring Finger = Anxiety, worry, preoccupation

Small Finger = Lack of self-esteem, victimhood



EXERCISE:

PAGE 1/2

FORMAT:

GROUP
EXERCISE

*Hara Breathing*³⁵

TIME: 30 MIN

REQUIRED MATERIALS: NONE

SUMMARY:

This is a simple breathing exercise that will help participants to become calm, centered, and clear. It should help to restore energy, and to set the tone for further exercises.

KEY EXPLANATION POINTS:

- Ask participants to get into a sitting or lying position (whichever is comfortable), close their eyes and quietly bring their attention to their body. The spine should be straight, in whichever position. If a participant is lying down, ask them to cover their navel area with their hands.
- Take a few deep breaths to clear your body and mind.
- Then, take a breath and bring it down all the way to your hara (literally your belly or your abdomen, the hara is a central area of power and essence – it is also referred to as the Sea of Energy). Explain that our hara is located about two fingers below your belly button, in your center, on the midline of your body and closer to the spine. This is your area of power in the body.
- Next, breathe in through your nose. While you're breathing in through your nose, place the tip of your tongue on the roof of your mouth behind the front teeth. This is important as you're connecting the Yin Conception Vessel (runs up the middle of the front of the body) to the Yang Governor vessel (which runs up the middle of the back of the body, over the head, and terminates just above the upper lip).
- As you exhale, remove your tongue from the roof of your mouth and exhale through your mouth. As you inhale through your nose, have the tongue touching the roof of the mouth. As you exhale through your mouth, remove the tongue from the roof of your mouth.
- Practice inhaling and exhaling a few times. Now you're ready to start breathing from your belly. When you breathe from your belly, the muscles of the abdomen should be doing part of the work of breathing. You'll be able to feel your abdomen expand and contract while breathing just like you can feel your chest expand and contract while breathing. Practice breathing from your belly for a while. While you're doing this, air is getting into all of your lungs. When you breathe just from the chest, air does not always reach all places in your lungs. More important, when you're breathing from your belly, it encourages Qi (power) to flow smoothly through all parts of your body.
- Breathe through your belly, inhaling through your nose while the tongue is touching the roof of the mouth, exhaling through your mouth with the tongue not touching the roof. Practice for a while.
- Now you're ready for Hara breathing. You've already located the hara. Don't worry about not knowing exactly where this point is located, just so you know the general location. As you breathe from your belly, as you inhale with tongue touching roof of mouth, visualize a stream of golden particles entering through your nose



EXERCISE:

PAGE 2/2

FORMAT:

GROUP
EXERCISE

Hara Breathing

and being sucked down to the area of the Hara. As you hold your breath, visualize the flow of golden particles circulating through your body, bringing energy and health to all parts of it. Now exhale. As you exhale you can visualize the breath taking black particles (toxins, bad Qi, etc.) out of your body. Now breathe in more healing, golden particles, circulate, and breathe out the negative.

- Do the breathing exercise a few times. You may want to start out with 5 breaths.

FACILITATION NOTES:

- This is a very calming exercise that can be used at the beginning of the day, particularly if no other centering techniques (such as yoga or qi gong) are used beforehand.
- It can also be used after an emotionally difficult session as a form of energiser.

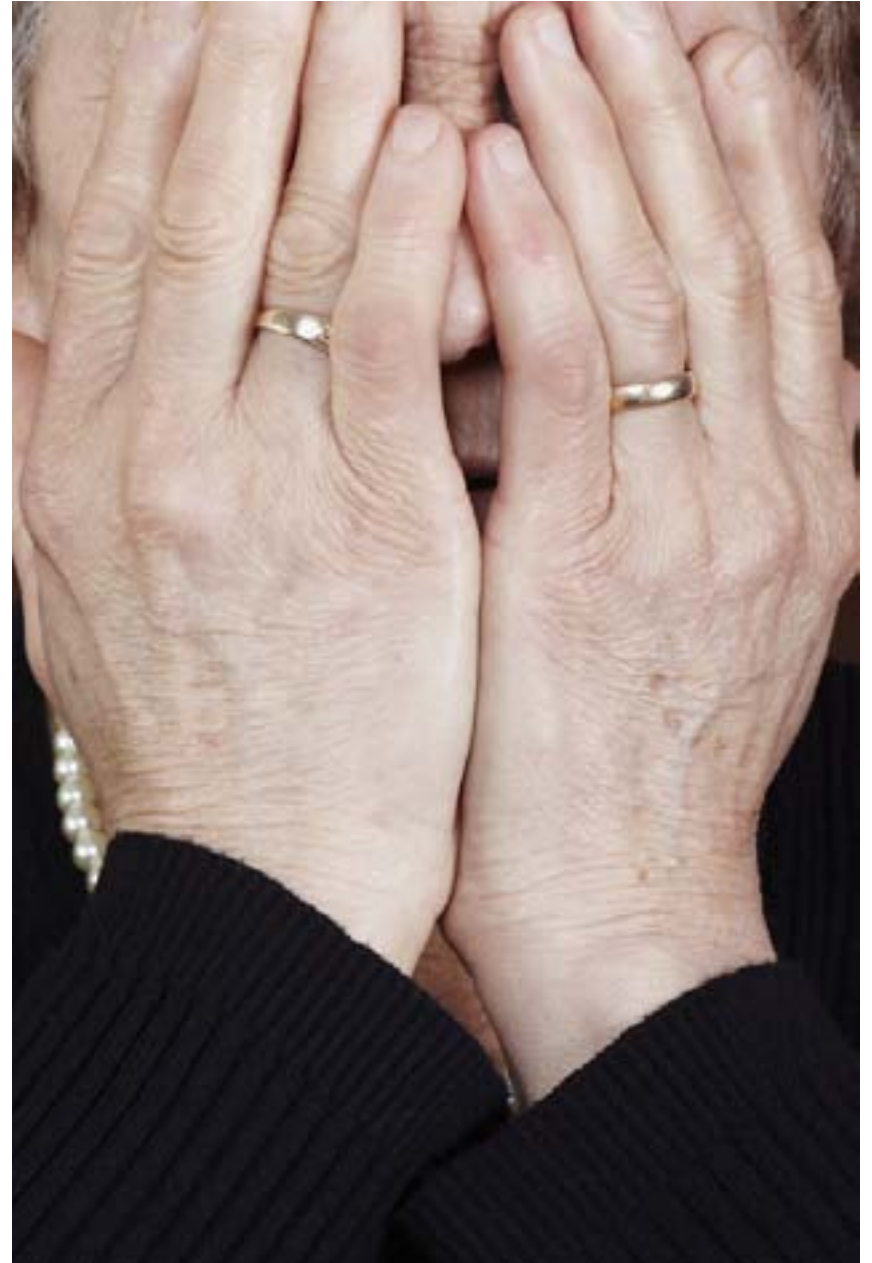
Alternative option:

This exercise can be done more quickly if we focus only on breathing into and out from the hara, without teaching the technique of touching the tongue to the roof of the mouth on the inhale and removing on the exhale. In this case, the aim of the exercise is simply to help participants feel the location of the hara in their body, as a source of power and energy.

In this case, it can also be followed by teaching the martial art technique of 'ki-up', which is a self-defense form of shouting from the hara area. This can also be taught on its own as a quick energiser.

3.2

Threats Exercises



3.2 Threats Exercises



Title	Selection considerations	When to use	Timing
Example text for introducing threats	All or part of this text can be adapted by facilitators to present the concept of threats to the group, in preparation for exercises to analyse threats. However, these points can also be woven into discussions after the integrated security presentation as well.	Day One, morning or afternoon	20 minutes
Threats assessment: written exercise	This exercise should be used for groups working in depth on threats, and particularly for groups that work best with written tools. Alternately, it can be given as a hand-out for participants to take home.	Day One, afternoon, could also be used as a handout	45 minutes
Defining the threshold of acceptable risk	This is an optional exercise, for use with groups that need to go more into depth with threat assessment. It would be particularly useful for groups that tend towards a 'fatalistic' attitude towards risk.	Day One, morning or afternoon	45 minutes



EXERCISE:

PAGE 1/2

FORMAT:

PRESENTATION

Example Text for Introducing Threats

TIME: 20 MIN

REQUIRED MATERIALS: NONE

SUMMARY:

This presentation is an example of how the concept of threats and risk can be introduced to the group, facilitators should use this to develop their own explanation points.

KEY EXPLANATION POINTS:*Threats are Strategic:*

It is clear that there are strategies behind many of the threats human rights defenders receive. These are targeted threats.

- These are about who you are and what you do.
- There is intent to do harm, and there is an objective.
- That objective is to hinder, or stop your work. To hurt you, to discourage you.

Even though we do not always know who is behind them, these threats also *always have a source* – an individual or a group of individuals, acting alone, or as part of a sanctioned institutional policy.

Threats are Based in Fear:

There is an irony to threats, as well.

People only react when what you do attracts their attention and on some level, *threatens* them although it sounds strange, ‘threats are almost a measure of effectiveness’.

You are not normally threatened or attacked if what you are doing is ineffectual. It is when you touch on powerful interests that your opponents take notice. And get scared – of you.

And women human rights activists do scare their opponents.

Sometimes this is simply because there is a lack of awareness or knowledge, about who you are and what you do. The media or community members might portray you as home-wreckers, wanting a world without men. Or they may call you a spy or traitor. But when they get to know you better, you can dispel these fears. People begin to understand that you want a better world for everyone.

Sometimes, though, your opponents really should fear you. Because if women activists win their battles, there will be losers. Powerful people will lose political control. Money. Freedom. Their lives.

Repressive regimes will fall. Organised criminal gangs will see their profits from human trafficking and drug-running disappear. Politicians and corporations will be exposed for corruption. Scores of people will face trial at last. Many will spend the rest of their lives in jail.

This is why so many people – politicians, paramilitaries, friends and even family members – try their best to stop you.



EXERCISE:

PAGE 2/2

FORMAT:

PRESENTATION

Example Text for Introducing Threats

Subtle Tactics:

They will use a number of different tactics to threaten you. Direct violence is one. But there are so many other ways – often more subtle.

Isolating women is a key tactic, particularly because women human rights defenders draw so much of their power – and protection – from relationships and from solidarity with others.

There are a number of ways to isolate women directly:

- cut them off from local, national and international sources of support;
- limit freedom of movement; or
- imprisonment (in jails or in their own home).

There are more indirect, but effective ways of increasing isolation as well, such as planting seeds of doubt and mistrust within communities (through defamation and slander) and even among women defenders themselves.

Another tactic is to wear women down psychologically to discourage them from continuing their work. Sometimes this is done through persistent, constant harassment – such as when the police visit and search offices daily for weeks on end.

Other times it is through ongoing surveillance intended to create a climate of fear.

Conclusion

We need to be clear about the threats you are facing – to uncover them, to extract them from this hidden, subtle, context, by:

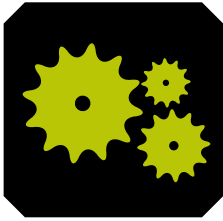
- recognising the *strategies and motives* behind the threats;
- understanding the *what, the why and the who* behind the threats;
- assessing your *vulnerabilities* – and your capacities to combat these threats; and
- determining *what level of risk a threat poses, and what level of risk is acceptable* to you, your organisation and your family.

By talking about these threats, sharing them openly, in a way, we shine a light on them.

And by seeing them together, by using tools, we can recognise and strengthen our strategies to combat them.

FACILITATION NOTES:

- Facilitators should adapt this text as appropriate to the group and the flow of the workshop, the key points can also be woven into group discussions.
- This is a good presentation, in full or adapted form, to prepare the group to discuss threats and analyse them through the threats analysis exercises.

EXERCISE:

Written Exercise: *Threats Assessment*³⁶

FORMAT:

INDIVIDUAL
AND GROUP
EXERCISE

TIME: 45 MINREQUIRED MATERIALS: COPY OF 'WRITTEN EXERCISE: THREATS ASSESSMENT' IN APPROPRIATE LANGUAGE.SUMMARY:

This exercise uses a written questionnaire to help participants assess the security of various aspects of their lives, including safety at home, at the office, in social environments, in their communications and documentation, safety of their family and friends, during travel and in relation to state structures. It can be used either as an exercise in the workshop, or can be a handout to take back home.

KEY EXPLANATION POINTS:

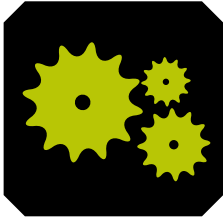
- Ask participants to fill out the written exercise, below, either alone or in pairs.
- Once the exercise is completed, facilitators can use it as a framework for a group discussion, asking questions about which sections surprised them, were difficult or unusual.

FACILITATION NOTES:

- This exercise can be very useful for more 'analytical' groups who prefer to work with written material.
- Facilitators should make sure to circulate among participants as they work on the written exercise to offer support.
- For groups that might find this exercise challenging, set up the work in pairs or triads.

Alternative option:

This exercise is also a good handout for participants to take back to colleagues and their organisation, as it offers a useful and detailed checklist of security threat considerations.



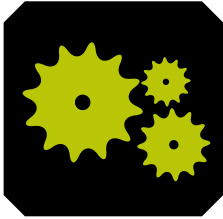
EXERCISE:

PAGE 1/8

FORMAT:
INDIVIDUAL
AND GROUP
EXERCISE

Written Exercise: *Threats Assessment*

When/where	Considerations and Questions	How Secure are You? (0-10)	Threats (list most likely and highest impact threats)
At home	Consider: the characteristics of house building materials, doors, windows, cupboards. Protective barriers. Night lights. Is there a safe room in your home?	Overall:	
	Physical safety inside your house (windows, doors, entrance)		
	Around your house/immediate neighbourhood		
	Who has access to your house?		
	Who knows where you live?		
	Other _____		
At your office	Consider: are your offices open to visitors from the general public? Who knows your office location? Are there areas reserved only for personnel? Do you have to deal with unknown people who come to your place? Is there a safe room in your office?	Overall:	
	Physical safety inside your office: windows, doors, entrance, ability to screen visitors (security cameras)		
	Around your office/immediate neighbourhood		
	Who has access to your office?		
	Who knows the location of your office?		
	Cash and document storage		
	Other _____		



EXERCISE:

PAGE 2/8

FORMAT:

INDIVIDUAL
AND GROUP
EXERCISE

Written Exercise: *Threats Assessment*

when/where	Considerations and questions	How secure are you? (1-10)	Threats (list most likely and highest impact threats)
When you travel nationally	Consider: what is your level of exposure, that is, the need to be in, or to pass through, dangerous areas to carry out normal daily or occasional activities? Do you cross checkpoints frequently? Possibility of accidents: do you wear seatbelts whenever possible? Are vehicles in good working order?	Overall:	
	a) In vehicles (your own, taxis, those of your organisation)		
	b) In public transport (buses, metro, trains, trams, rickshaws, etc.)		
	c) On foot or bicycle		
	d) Other _____		
When you travel internationally	Consider: possibility of detention crossing borders, risks in other countries, possibility of being trapped outside of your home country. Possibility of illness/medical emergency in transit.	Overall:	
	a) In transit (airports, train stations)		
	b) In foreign cities, hotels		
	c) Other _____		



EXERCISE:

PAGE 3/8

FORMAT:

INDIVIDUAL
AND GROUP
EXERCISE

Written Exercise: *Threats Assessment*

when/where	Considerations and questions	How secure are you? (1–10)	Threats (list most likely and highest impact threats)
In your paid employment (livelihood)	Consider: how reliable are your income sources? Do you support anyone else (family, friends, partner(s))? Do you have other potential sources of income/benefits?	Overall:	
	a) Your current paid job		
	b) Other income sources (part-time work, consultancies, etc.)		
	c) Your benefits (if any): health insurance, leave, pension, etc.		
	d) Other _____		
When you are out socially?	Consider: How safe are the venues and homes you visit? Who is aware of the location of these places? Do you travel there and back alone? How often do you use alcohol or other stimulants to relax socially?	Overall:	
	a) In venues (bars, clubs, cafes, friends' houses, etc.)		
	b) In transit (to and from venues)		
	c) When you drink alcohol, use stimulants		
	d) Other _____		



EXERCISE:

PAGE 4/8

FORMAT:

INDIVIDUAL
AND GROUP
EXERCISE

Written Exercise: *Threats Assessment*

when/where	Considerations and questions	How secure are you? (1-10)	Threats (list most likely and highest impact threats)
In your relationships with family, friends and partner(s)?	<p>Consider: can you be 'yourself' in all of your close relationships – that is, do you sometimes have to hide your work or interests from your loved ones? Do you often argue? Do you ever feel physically or emotionally threatened? To what extent do you trust your partners/friends to help keep you safe and to support you?</p>	<p>Overall:</p>	
	a) With your family members		
	b) With your friends		
	c) With your partner(s)		
	d) Other _____		



EXERCISE:

PAGE 5/8

FORMAT:
INDIVIDUAL
AND GROUP
EXERCISE

Written Exercise: *Threats Assessment*

when/where	Considerations and questions	How secure are you? (1-10)	Threats (list most likely and highest impact threats)
In your ability to protect your family members, friends, partners?	Consider: how safe are your family members (people you support, including children, parents, extended family members, partner)? Have they been threatened because of your work (physically, phone calls, pressure at their place of work, harassment at school)? Has the stress of your work affected them? If you were detained, arrested or hurt, have you put measures in place to support them/ protect them?	Overall:	
	a) Family members (children, parents, extended family members)		
	b) Your partner (husband/wife/girlfriend/ boyfriend)		
	c) Friends		
	d) Other _____		
In your work relationships/ networks?	Consider: how often do you experience conflict, jealousy, arguments, or competition with your colleagues? To what extent do you trust your co-workers to keep you safe and to support you? Do you have access to supportive allies in national and international networks?	Overall:	
	a) Co-workers in your organisation		
	b) Colleagues in other partner organisations		



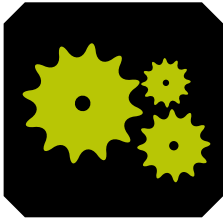
EXERCISE:

PAGE 6/8

FORMAT:
INDIVIDUAL
AND GROUP
EXERCISE

Written Exercise: *Threats Assessment*

when/where	Considerations and questions	How secure are you? (1-10)	Threats (list most likely and highest impact threats)
	c) Colleagues in other human rights organisations		
	d) Colleagues in international organisations (allies, donors, etc.)		
	e) Other _____		
In your relationships with state legal systems?	Consider: can you start legal processes to claim your rights? (Access to legal representation, physical presence at trials or meetings, etc.) Can you procure appropriate assistance from relevant authorities for your work and protection needs? Are you denied legal registration or subjected to long delays? Can your organisation keep proper accounts and meet national legal standards?	Overall:	
	a) Ability to register and operate legally, to keep accounts and legal standards		
	b) Ability to claim rights and protection within the legal system (in general)		
	c) Ability to access support/claim rights in case of detention/arrest		
	d) Other _____		



EXERCISE:

PAGE 7/8

FORMAT:

INDIVIDUAL
AND GROUP
EXERCISE

Written Exercise: *Threats Assessment*

when/where	Considerations and questions	How secure are you? (1-10)	Threats (list most likely and highest impact threats)
In your communications?	Consider: are telecommunication systems in place (radio, telephone, internet)? Do you enjoy easy access to them? Do they work properly at all times? Can they be cut before an attack?	Overall:	
	a) Internet		
	b) Telephone (landlines), mobile telephones		
	c) Other _____		
In your information and documentation processes?	Consider: can you keep information in a safe and reliable place? Could it be stolen? Can it be protected from viruses and hackers? Can you send and receive information safely? Do you have a safe place to back up any information (either in-country or outside).	Overall:	
	a) Information in your office (hard copies, in files)		
	b) Information at your home		
	c) Other _____		



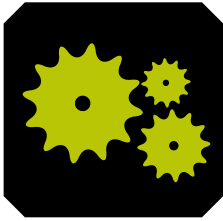
EXERCISE:

PAGE 8/8

FORMAT:
INDIVIDUAL
AND GROUP
EXERCISE

Written Exercise: *Threats Assessment*

when/where	Considerations and questions	How secure are you? (1-10)	Threats (list most likely and highest impact threats)
In your support systems?	Consider: do you have a good support system, people you can turn to in times of stress – to debrief after you have witnessed violence? If you experience violence personally, do you have a network to support you a safe place to talk, to offer sensitive care (physical and emotional)?	Overall:	
	a) Coping with stress and violence as a witness		
	b) Coping with stress and violence as a survivor		
	c) Access to outlets: exercise, nature (whatever works for you)		
	d) Access to care (mental and physical) in an emergency or in case of illness		
	e) Access to spiritual/contemplative practices: to sacred places (in nature or houses of worship, or with friends/family); to spiritual leaders, teachers, guides, books, materials		
	f) Other: _____		



EXERCISE:

PAGE 1/2

FORMAT:

INDIVIDUAL
AND GROUP
EXERCISE

*Defining the Threshold of Acceptable Risk*³⁷

TIME: 45 MIN

REQUIRED MATERIALS: BLANK 'THRESHOLD OF ACCEPTABLE RISK CHART' IN APPROPRIATE LANGUAGE

SUMMARY:

This is an exercise that helps participants explore risk and threats in depth, and to assess their own perceptions of risk and the impact of potential threats. It can also be used on a flipchart to simply explain the concept of risk 'thresholds'.

KEY EXPLANATION POINTS:

- Explain that the 'threshold of acceptable risk' was first developed by Koenraad Van Brabant in the excellent *Operational Security Management in Violent Environments*. The example shown below lists just a few of the types of threats that one might assess.
- Ask participants to list five priority threats currently affecting them as individuals.
- After each threat, write down the 'likelihood' of the threat being realised – that is, that the threat would turn into action.
- Next, after each threat, write down what 'impact' the threat would have on you if it were realised.
- Then, ask participants to complete a blank version of the 'threshold of acceptable risk' chart (or put this on a flipchart), placing the threat in the position that relates both to its likelihood and its impact. This will indicate the degree of risk posed by the threat. The degree of risk is greatest in the case of an incident that is most likely to occur, *and* that will have the greatest affect on you, your organisation and your work.
- Finally, participants should draw the line where they locate their threshold of *acceptable risk* – the point beyond which the risk is simply too high to continue an activity.

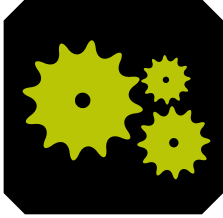
- Once each participant has completed their own chart, facilitators should lead a discussion around the concept of acceptable risk, and ask participants what surprised them in this process.

FACILITATION NOTES:

- The risks listed in the chart below are examples only. Facilitators should use examples of other challenges or threats that arise in the workshop discussion, such as: slander, serious illness, threats to family members or loss of livelihood.

Alternative Option:

- This chart can also be used in a group discussion – to introduce how risks become considered as 'acceptable' and inevitable parts of the work, without a conscious analysis of their real consequences.
- The exercise could also be used in small groups, as described above for individuals.

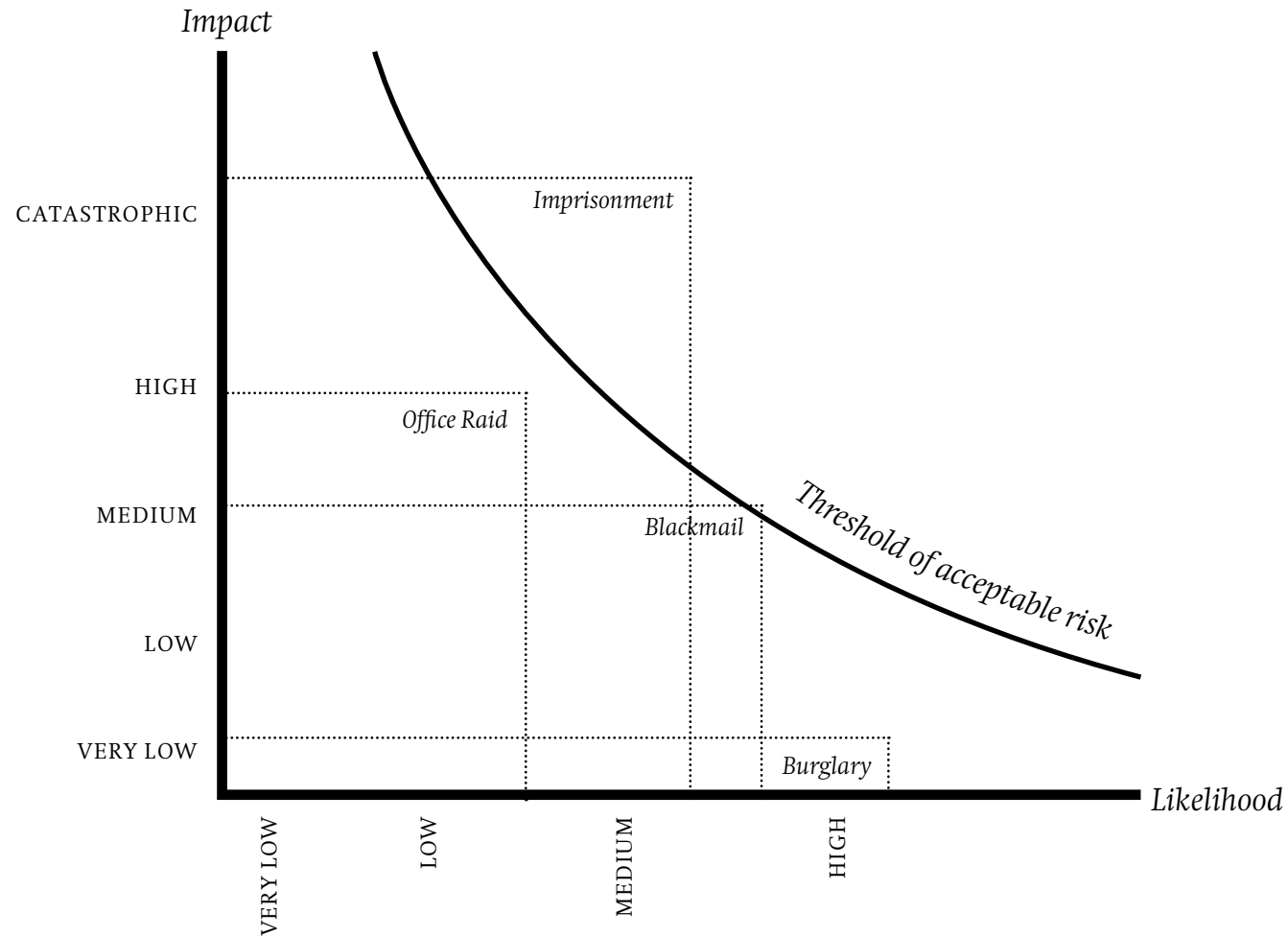


EXERCISE:

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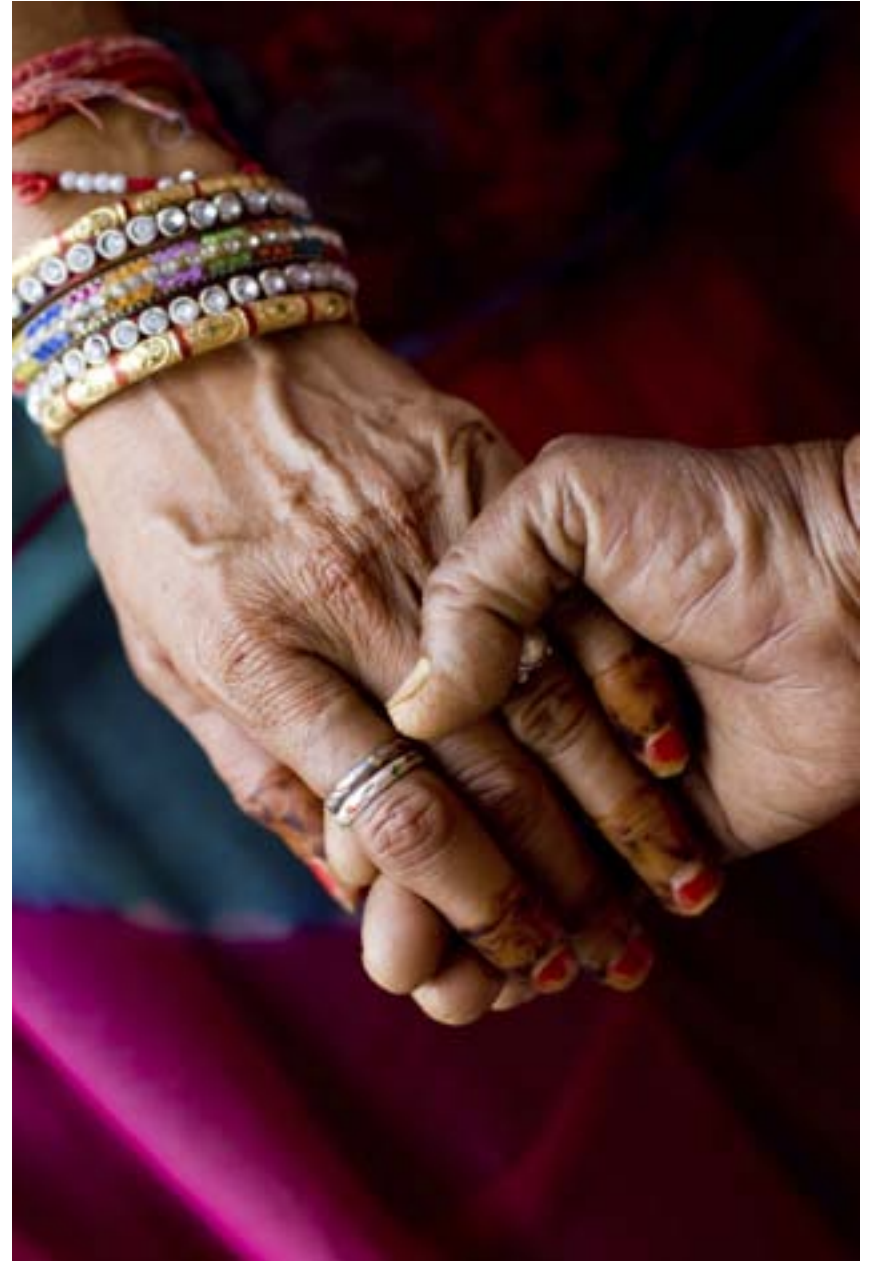
FORMAT:
INDIVIDUAL
AND GROUP
EXERCISE

Defining the Threshold of Acceptable Risk



3.3

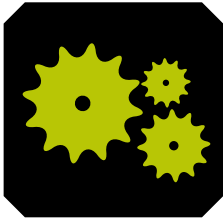
Alternative Exercises



3.3 Alternative Exercises



Title	Selection considerations	When to use	Timing
Opening ceremony	Design and adapt this opening ceremony carefully, as it sets the tone for the workshop. This can be as simple as sitting in silence as a group or as elaborate as a full greeting ceremony.	Day One	30 minutes
Archetypes – who did I bring into this room?	Excellent if the group needs to strengthen connections and some participants are becoming dominant or are holding back.	Day Two <i>or</i> Day Three	30 minutes
Talk about the passion: why I became an activist	Similar to archetypes in that it surprises participants and leads them to relinquish some of their ‘shields’ and share some of their ‘stories’.	Day Two <i>or</i> Day Three	45 minutes
What do I want from . . . ?	Very good to help a group recalibrate and be reminded of maintaining a safe and respectful space.	<i>Anytime</i>	20 minutes
When was the last time I . . . ?	Excellent for establishing deeper connections and understanding common bonds; combines humour and strong emotions. Facilitators must gauge what will work for different cultures and mixed gender groups.	Day Two <i>or</i> Day Three	30 minutes
Speaking the Unspoken	Excellent for establishing deeper connections and understanding common bonds; helpful for participants who are holding back from opening up safely. This is a very powerful exercise, and requires care with regard to sequencing and managing energy shift. This should be followed by something that respects the emotions released, but careful to lift the mood of the group.	Day Two <i>or</i> Day Three	30 minutes
I have the power	A very strong exercise that increases the individual’s sense of strength as well as the group’s sense of solidarity, respect and support.	Day Two <i>or</i> Day Three	30 minutes
Lineage line	A good means of closure if group members need to feel a stronger sense of support and solidarity as they leave the workshop or end the day. Particularly good for groups that are very isolated. Potentially also useful for groups coping with a high level of grief or loss.	<i>End of</i> Day Two <i>or</i> Day Three	20 minutes
Letting go and commitments	A good, ‘grounded’ closure. It can also be a strong balancing exercise if the ‘speaking the unspoken’ exercise has been used earlier .	<i>End of</i> Day Two <i>or</i> Day Three	30 minutes



EXERCISE:

PAGE 1/2

FORMAT:

GROUP
EXERCISE

Opening Ceremony

(Example from the Kenya Integrated Security Workshop)

TIME: 30 MIN

REQUIRED MATERIALS: ONE LARGE CANDLE, ONE LARGE WOODEN PLATTER, GREEN MATERIAL, ONE ROSE (OR OTHER FLOWER) PER PARTICIPANT, ONE SMALL BOWL PER PARTICIPANT, TWO PITCHERS OF WATER, MATCHES OR A LIGHTER

SUMMARY:

This is an example of an opening ceremony for the Kenya Integrated Security Workshop. It is a welcoming for each of the participants that helps to step away from the stress of daily life and focus on creating a safe space together, as a group.

KEY EXPLANATION POINTS:

- Prior to participants arrival, facilitators should place a large candle on top of a round wooden platter in the centre of the workshop space. Put this on top of a large piece of green material. Lay out a scarf from a past workshop, and postcards from the workshops (these are important for the introductions exercise that follows). Lay a red rose on the seat of each participant's chair and put a small bowl on the floor in front of them (set to the side of the chair). Two pitchers of water are on the facilitators' table.
- When all of the participants are seated, the facilitator explains that this is an opening ceremony to mark the beginning of the workshop.
- The facilitator introduces the candle lighting by explaining that first we begin with light – bringing us clarity, energy, warmth – literally light to counter the darkness and the difficulties that you face in your work.
- One participant, or the facilitator, then lights the candle in the middle of the circle and initiates a moment of silence.
- The facilitator introduces the water element by saying: 'next, we pour water for each other – as a symbol of refreshment and renewal'.
- The facilitator then pours water for the second facilitator from a pitcher into the empty bowl, then the second facilitator pours water for the the first. Next, ask each participant to pour for the person next to them (facilitators can also pour for the participants if necessary).
- The facilitator then introduces the earth element by saying: 'next, we lay down flowers – as a celebration of beauty. A celebration of ourselves – and each other. To celebrate the fact that we made it here safely to this place, that we are here together and that we have three days for ourselves, alone. The earth supports us, nourishes our physical bodies and it gently grounds us in place – here, with each other, in the moment.'
- Ask each participant to lay down their rose in the bowl of water, and then to place them in the inner circle closest to the candle. As they lay it down, keep in their minds, that this is their space, it is for no one else. For their well-being and their safety. A place where they can impart worries that are unspoken – remove weights from their shoulders, from their hearts and bodies – and share their concerns safely.



EXERCISE:

PAGE 2/2

FORMAT:

GROUP
EXERCISE

Opening Ceremony

(Example from the Kenya Integrated Security Workshop)

- The facilitator introduces the air element by saying: ‘finally, we celebrate air – and breathe! Many of you have travelled a long way to get here. You have left behind loved ones. All of you are leaving behind a lot of work – and that may weigh heavily on your heart – because a part of you may want to be fully here, and a part of you is still with the work – the reports you need to write, people you need to see, etc. This is a time to release that tension.’
- Finally facilitator leads a simple hara breathing exercise to release tension and to set focus (see ‘hara breathing’ exercise in the section on integrated wellness exercises for details).

FACILITATION NOTES:

- This is a very peaceful and grounding opening. It may appeal more in certain cultures than others – for example, while this worked well in Kenya, it may not have been as well-received in some of the former Soviet Union contexts.

EXERCISE:

Archetypes: Who did I Bring into this Room?

FORMAT:

GROUP
EXERCISE

TIME: 30 MIN

REQUIRED MATERIALS: BLANK CARDS, COLOURED CRAYONS OR MARKER PENS (OPTIONAL)

SUMMARY:

This is an unusual exercise that helps participants introduce themselves to each other and to build trust and group cohesion.

KEY EXPLANATION POINTS:

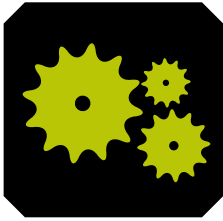
- Hand out blank paper in the shape of cards or blank index cards.
- Explain that, in almost every situation, we enter a space with one of our 'archetypes' by default – the persona that we use to be in that space and with others. This persona is like a shield – it protects us. It can be anything – the mother, the joker, the trickster, the leader, the maverick, the scholar, the bitch, the martyr...
- Ask participants to think about 'who I am in this space?'; 'which personality have I brought in?'
- Try to give it a name if you can. On one side, write down that name and, if inspired to do so, draw some simple representations of that archetype.
- When everyone is finished, ask them to lay out their cards and to describe who they chose and why.

FACILITATION NOTES:

- Explain that our 'archetypes' or 'public identities' are our shields – how we want others to see us – but that they also put distance between us. Sometimes, especially in a safe place, we need to lay down those shields and to be the person who is underneath. That makes us vulnerable, and it is scary, but it is one of the ways in which we establish safety and trust with each other – by taking that risk, and speaking from that place.

Alternative option:

- For a more detailed discussion – and one that mirrors the 'pros' and 'cons' of all our integrated security strategies – have participants turn the card over. On the reverse, at one end of the card, have them write down the positive aspects of their chosen archetype. Then turn it around and, at the other end, write down the negative aspects. Have them incorporate their observations into their description of the card that they chose.

EXERCISE:

Talking About our Passion: Why I Became an Activist

FORMAT:

GROUP
EXERCISE

TIME: 60 MIN

REQUIRED MATERIALS: NONE

SUMMARY:

This exercise is used to introduce participants to each other on a deeper level. It is useful for establishing group connections and commonalities, and to begin to explore issues of motivation, passion and the personal history behind the public work.

KEY EXPLANATION POINTS:

- Ask participants to take a few minutes to think about why they became an activist.
- Once they are ready, and have that story in their mind, tell them to forget it – that is not the one you want them to talk about.
- Ask them to tell the real reason they became an activist... the story underneath.

FACILITATION NOTES:

Explain that everyone has their ‘first’ story – the one we hold on the surface, the one that we are comfortable with. This is the intimate story we share on occasion, the one that becomes our history. But it is the other stories we want to unearth, the ones that reveal the deeper, truer reasons behind our activism – that help us to reconnect to ourselves, to the passion and those beginnings.

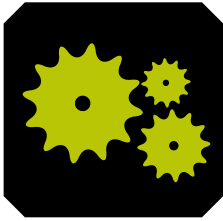
And when these deeper truths are shared in this space, we connect to each other on another level. We see that we have a lot more in common than we ever expected.

In addition, this helps us to form connections before ideological differences regarding our organisational or theoretical frameworks emerge – first we see each other as coming from similar places.

This exercise can then flow naturally into discussions about our identities: who we are as activists and what connects us.

Alternative Option:

This exercise can be used any time you want to encourage participants to leave their comfort zone and get to a deeper truth. You could, for example, ask for an example of a situation in which they were hurt or betrayed by another activist – then ask for a different story, in which they were the one to hurt or betray someone.

EXERCISE:

What do I Want from Myself? From the Group?

FORMAT:

INDIVIDUAL
AND GROUP
EXERCISE

TIME: 15 MIN

REQUIRED MATERIALS: TWO BLANK CARDS PER PARTICIPANT IN TWO DIFFERENT COLOURS, TWO BOWLS OR CONTAINERS

SUMMARY:

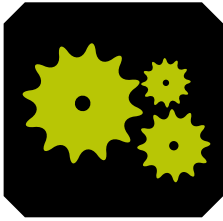
This is a quick exercise that helps to create a safe and trusting space by asking participants to identify both what they want the group to offer to them (for example, trust, respect, honesty, compassion) and what they want to be able to bring to the group. This is important for ensuring that participants are taking responsibility for being present and participative themselves, as well as taking responsibility for the group dynamic.

KEY EXPLANATION POINTS:

- Hand out two blank cards to each participant.
- Ask participants to write down quickly the answers to the following questions (in one or a few words):
 - a) *What do I want from myself today?*
 - b) *What do I want from the group today?*
- Make sure these are colour coded – that is, that everyone answers the questions using the same colour card.
- Tell participants the answers will be anonymous, and they need to go with their first instincts.
- Have participants fold their answers and place them in corresponding containers (put a coloured card with the question on top of the container as a guide).
- When completed, facilitators either can post them around the room (particularly answers to ‘what I want from the group’) and/or the facilitators or participants can read them out aloud.

FACILITATION NOTES:

This is a good exercise if you are finding that the group is struggling to bond or connect and you need to do more to bring members together, or to get issues into the open. This can be a standalone exercise, and can take place before the ‘unspoken fears’ exercise. Alternately, it could be used during the opening of day two.

EXERCISE:

When Was the Last Time I...?

FORMAT:

GROUP
EXERCISE

TIME: 30 MINREQUIRED MATERIALS: BLANK CARDS (PREPARED WITH QUESTIONS IN ADVANCE)SUMMARY:

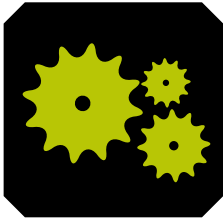
This is a moderately complex exercise that can be used to open up discussions of well-being strategies – it requires some preparation beforehand and a good sense of the participants' needs and experiences.

KEY EXPLANATION POINTS:

- Prior to the exercise, facilitators design a set of cards, one per participant, plus a few extras. Each card is blank on one side and has one question on the other side. The questions are designed with the participants in mind, and are intended to reveal and release stories that need to come out at this stage (that is, before we move deeper into strategy development).
- Examples of questions from past workshops include: 'When was the last time you: 'screamed out your anger?'; 'felt unconditional love?'; 'wept for your loss?'; 'had great, satisfying sex (with or without a partner)?'; 'forgave a betrayal?'; or 'laughed until you cried?'
- Hand out the cards with questions face down and tell participants not to turn them over.
- Explain that, while each card was written with a particular participant in mind, they are being distributed randomly so you do not know if you have received your own card or a card designed for someone else.
- Then, ask each person (one at a time) to turn over their card and answer the question.

FACILITATION NOTES:

- Facilitators should use this exercise if they think they could comfortably design questions that would work for the group. One way of doing this is to sit quietly, think about each participant individually, and ask yourself – what does this person need to feel or release?
- A nice part of never knowing if you got the card that was meant for you is that you have an even deeper investment in everyone else's answers – because every answer could have been meant for you.
- This is a very personal exercise and it connects people in the group very quickly. However, it could be off-putting for participants who are not ready to move this quickly.

EXERCISE:

Speaking the Unspoken

FORMAT:

GROUP
EXERCISE

TIME: 30 MINREQUIRED MATERIALS: ONE BLANK CARD PER PARTICIPANT, A METAL BOWL, MATCHES AND WATERSUMMARY:

This is a very powerful exercise that can shift a group and build a deep connection between participants. It is intended to help participants talk about the issues that they are holding back. While it was initially developed to talk about unspoken fears, it can be used for any issue that facilitators want to draw out from the group.

KEY EXPLANATION POINTS:

- Hand out one piece of paper (or small card) to each participant. Then ask them to write down their deepest, unspoken fear (using one word or a few words). Tell them not to hesitate, and emphasise that the answers will be anonymous. When finished, they should put the paper, folded, in a bowl in the middle of the circle.
- The facilitator mixes these up, and then asks everyone to select one piece of paper randomly from the bowl. Once all of the participants have one in their hands, tell everyone to take a deep breath. Each person then reads their paper aloud. After all have been read, they are returned to the bowl.
- Next, the facilitator offers one (or several) participants the opportunity to set the papers alight. Wait in silence while they burn. Then put out the fire with water and take the bowl out of the room.
- Follow this with a simple breathing exercise. This is important to ensure that the exercise closes properly.
- Afterwards, the facilitator offers a brief reflection, for example, in the case of an unspoken fear:

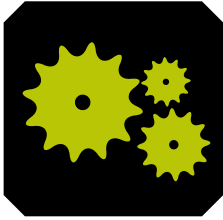
This is the strategy – how we deal with fear. We name it. We extricate it from our bodies, from our nightmares; we bring it into the light of day. We share it – with people we trust. We look at it, together, in a safe place.

And, just as we looked at threats, we look at where our fears come from, the ‘why’, the ‘who’ and the ‘what’.

This is a safe place, which we have created together – where we can hold each other’s fears, where we listen, with love and respect. We understand that our fears are common and shared. And that together, we release them.

FACILITATION NOTES:

- This is a very challenging exercise, but it is very powerful. If it is used, take care to make sure there is time after the reflection for reactions.
- Ensure that the exercise is used once there is enough trust within the group and that there is enough time afterwards to work with any emotions triggered – this means that, ideally, it occurs on the morning of Day Two – in the middle of the workshop.

EXERCISE:

I Have the Power

FORMAT:

GROUP
EXERCISE

TIME: 30 MIN

REQUIRED MATERIALS: NONE

SUMMARY:

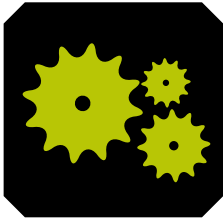
This is a seemingly simple, but very moving, exercise to support participants in recognising the power and strength they have within to keep themselves safe and well.

KEY EXPLANATION POINTS:

- Each participant sits in the middle of the room on a chair, with the facilitator behind him/her (the facilitator could put his/her hands on the participant's shoulders to offer support if that is culturally/contextually appropriate—remember that physical touch can be supportive or upsetting, so always ask permission to touch a participant).
- The participant is asked to tell the group the powers they have within themselves.
- When all participants have spoken, the facilitator explains that this exercise is: to remind you of how strong you are, and how much you have within you. So often we hear about power that is scary, destructive; this is about the power to keep ourselves strong and safe.

FACILITATION NOTES:

- Use this exercise at the end of the day, as a strong and positive closing exercise.
- While it is important not to limit the participants as they describe the power they have, as a guideline, facilitators could suggest they list 3–5 powers.

EXERCISE:

Lineage Line

FORMAT:

GROUP
EXERCISE

TIME: 20 MINREQUIRED MATERIALS: NONESUMMARY:

This is a strong exercise that is useful for closing a day and particularly helpful for groups dealing with grief or loss. In the exercise, participants are asked to acknowledge and connect to the people who have supported them in the past, support them now and will support them in the future.

KEY EXPLANATION POINTS:

- Ask all participants to stand up in a circle.
- Ask them to honour and recognise everyone who stands 'behind them' – those people who struggled before them in the past, who brought them to where they are: family, leaders, other activists, historical figures.
- Then everyone who stands with them, supporting and inspiring them today.
- Then everyone who will come next, following after us – those we support and cherish.
- A facilitator explains that this reminds everyone that they are never alone – these are the people who stand behind us and with us.

FACILITATION NOTES:

This exercise can be very emotional and inspiring, as it is an acknowledgement of all the people in our lives who have supported us, which includes those who are no longer physically with us. Facilitators need to frame this as honouring everyone who has touched our lives as activists, and to keep the overall mood positive and uplifting, without negating the emotions that arise from recognising our 'lineage'.

EXERCISE:

*Letting Go and Commitments*³⁸

FORMAT:

GROUP
EXERCISE

TIME: 20 MINREQUIRED MATERIALS: TWO CARDS OR PIECES OF PAPER PER PARTICIPANTSUMMARY:

This is a nice exercise to close a workshop, or a section of a workshop. In it, we ask participants to both 'let go' of difficult emotions and to 'commit to' positive actions.

KEY EXPLANATION POINTS:

- Each person writes, on two slips of paper, one thing they are letting go of (for example, fear, anger, disappointment, mistrust, hopelessness) and one thing that they want to commit to (for example, loving myself more, trusting others, taking care of my safety).
- Each person puts them into two separate bowls.
- They can share what they have written if they so choose.
- Someone sets the 'letting go' papers alight and pours water on the 'commitment' papers.
- Participants put the ashes and the mulch (wet papers) in a hole in the ground and then plants a tree on top. Alternately, plant a flower in a large pot.

FACILITATION NOTES:

- This is a good exercise to consolidate the outcomes of the workshop, and can be a very gentle and positive closing exercise.
- It could also be followed by the 'goodbye cocktail party' exercise (see ice-breakers) or a celebration.

3.4

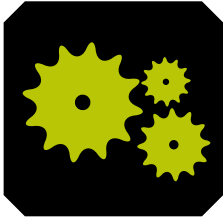
Ice-breakers



3.4 Ice-breakers



Title	Selection considerations	When to use	Timing
Calling out names	A fun way to build connections, high energy, light and fun, can get a little loud!	Day One or early on Day Two	15 minutes
Core movement	This is very nice way for the group to move and laugh together. It is high energy but also offers grounding and is a good release of tension. Consider physical differences and the preferences of participants and cultural adaptations	Anytime	20 minutes
Trust and boundaries	Good to address group dynamics and build connections	Anytime	30 minutes
Miming	Quick and easy, this is a good way to gauge the mood of participants; a nice way to lighten or shift heavier energy.	Anytime but good at the end of a day or a difficult session	15 minutes
Circle massage	Good for tension release, consider participants' physical preferences	Anytime	15 minutes
Human knot	Good for building the group, as a fun and energetic ice-breaker	Mid-workshop (not appropriate for closing)	20 minutes
Reciprocity web	A simple and useful way to close by connecting participants beyond the workshop	Closing	30 minutes
Goodbye cocktail party	A fun way to close and express appreciation for each other	Closing	30 minutes

EXERCISE:

Calling Out Names

FORMAT:

GROUP
EXERCISE,
ICEBREAKER

TIME: 15 MINREQUIRED MATERIALS: NONESUMMARY:

This is a fun, upbeat icebreaker to shift group energy and build connections that involves shouting out the name of the person next to you in a circle.

KEY EXPLANATION POINTS:

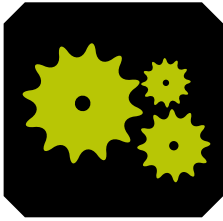
- Ask participants to stand in a circle, look to their left, and ask that person their name.
- Explain that the name of the person on your left is the name you will use in the exercise.
- Next, ask everyone to gently bend over and clap quietly, repeating that one person's name to the left.
- Slowly, ask everyone to lift their bodies up, and to make their clapping and voice louder and louder until they are shouting out the person's name next to them.

FACILITATION NOTES:

- Facilitators should take the group through the exercise once, so that everyone understands, then repeat it once, or as many times as the group wishes.

Alternative option:

- Facilitators could have one participant stand in the middle in turn, and have the group call out their name as described above. This would take longer than 15 minutes.
- Participants could call out the name of the person to their left in the first round, then switch to the person to their right in the second round.



EXERCISE:

*Core Movement*³⁹

FORMAT:

GROUP
EXERCISE,
ICEBREAKER

TIME: 20 MIN

REQUIRED MATERIALS: NONE

SUMMARY:

This is a fun and energetic exercise, which is simply semi-structured, culturally and physically appropriate movement to get participants moving their 'core', or the center of their bodies. It can be adapted to any group, with care for cultural sensitivity and awareness of participants' mobility.

KEY EXPLANATION POINTS:

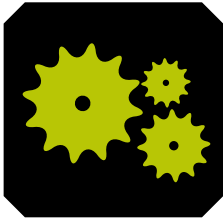
- Ask each participant to demonstrate a favourite dance move or any movement or stretch.
- One option is describing a South African tradition where older women teach young women about sexuality, using the term 'fuduwa', which means to mix. Adolescent girls are taught how to move their hips. Get everyone to move their hips in a mixing motion and shout 'fuduwa'!
- This is a fun way to get participants laughing and moving around, and reminds us of the importance of fun and pleasure. This could be adapted or completely replaced by dance movement from different regions (that is, you could incorporate Nepali arm movements, Arabic belly dance movements, Latin American flamenco or salsa).

FACILITATION NOTES:

- Use this when participants need an upbeat and somewhat physical energiser.
- Almost every culture enjoys some form of traditional movement (dance, martial arts, stretching) that releases the stress and tension that gathers in the 'core' of our bodies (the abdomen and pelvic area).
- Depending on the cultural context, gender mixture and the physical preferences of the participants, select an appropriate method to get the group moving their core area for five to ten minutes.

Alternative option:

- For a more reserved group, do a series of simple rotation and stretching exercises, begin by gently rotating the head, then the neck, shoulders, hips, knees and ankles. Draw on martial arts techniques here (tai chi, qi gong, taekwondo or aikido), or on gentle movement from pilates or yoga. This should be done gently and with care.

EXERCISE:

*Trust and Boundaries*⁴⁰

FORMAT:

GROUP
EXERCISE,
ICEBREAKER

TIME: 30 MINREQUIRED MATERIALS: NONESUMMARY:

This is a strong exercise to support participants in expressing their boundaries and equally, to feel trust in others.

KEY EXPLANATION POINTS:

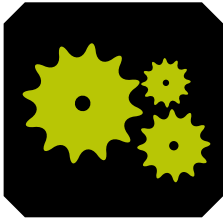
- Ask two people – preferably who do not know each other – to pair off.
- They should stand 10–15 feet apart, facing each other.
- Explain that one person is going to walk, one will stand still, and that the person who is standing is learning what feels okay to them in terms of physical space.
- Explain to the standing person that they can use three motions that are signals: first, both hands at your sides and up (stop!) – means the walker has to stop, even if they have not started walking; second, arms halfway down, palms out – they can come very slowly; and third, palms open, arms down – you can come towards me.
- Both partners have to maintain eye contact the whole time.
- Ask the other person to walk towards their partner very slowly.
- Ask the standing person to feel in their bodies the person coming towards them, and to use the signals that feel right to either stop them or to encourage them to come closer
- Some people may never be able to put their arms down – that is fine, the walker needs to know that. The

pair can repeat the exercise a few times to gauge this within themselves. They do not have to use all of those movements; they can mix them up.

- The partners then switch roles.
- Once the group has observed the exercise, ask everyone to pair up and to practice the exercise with their partners, making sure that everyone has a chance to play both roles.

FACILITATION NOTES:

- After the exercise, facilitators can give participants an opportunity to reflect on how it felt for them, in both roles. It should have given participants an opportunity to feel and clearly communicate their own boundaries, and to also understand their own power to protect themselves, to receive support and experience trust.

EXERCISE:

Miming

FORMAT:

GROUP
EXERCISE,
ICEBREAKER

TIME: 15 MINREQUIRED MATERIALS: NONESUMMARY:

This is a simple exercise that can be used at any point in the day to help participants to express their feelings without words. It is fun and easy, but also reveals a lot about the mood of the group.

KEY EXPLANATION POINTS:

- Ask each participant to go into the middle of the circle and 'mime' how they feel (that is, show without words, just movement).
- This can also be helpful feedback for the evaluation process.

FACILITATION NOTES:

Participants may initially feel shy to express themselves, but as they warm up, they will tend to be very creative, moving and funny.

EXERCISE:

Circle Massage⁴¹

FORMAT:

GROUP
EXERCISE,
ICEBREAKER

TIME: 15 MINREQUIRED MATERIALS: NONESUMMARY:

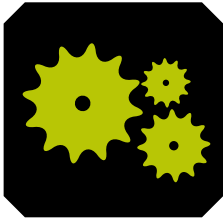
Circle massage is an energising and fun exercise that is good at a point of low energy or after an emotional session. This is a simple massage process, done in a circle with everyone working on the shoulders of the person in front of them. It is good for group trust building.

KEY EXPLANATION POINTS:

- Invite participants to stand up and turn to the right. Move closer into the circle so that each person can comfortably reach the back of the person next to them.
- Ask participants to give the person in front of them a massage. They must first ask the permission of the person to do this, and also ask them to tell them if it is too strong or too light.
- Tell them to keep it simple, but if they need instructions, facilitators can suggest that they can work on the trapezius muscles and the back; then a head rub; and finish with brisk back circles (clockwise for energy, counter-clockwise to relax) down the spine.
- After a few minutes, ask everyone to turn to the left, and to do the massage for the person who is now in front of them (this will be the person who had given them the first massage).

FACILITATION NOTES:

- A massage circle can be lots of fun. It is very helpful if the group is tired and needs to be energised. Within this playful context, most people do not have the fears they might have with a one-on-one massage. This is also a good dynamic for some participants who might be embarrassed to touch each other during a seated massage.
- In using different kinds of massage, it is important for group leaders to be aware of reactions. Always work slowly and respectfully with the person's permission. Some individuals might choose just to observe the group doing massage, because they fear being touched or their own emotional reaction. Participants should feel completely free to make choices that are healthy for them and should in no way feel pressured to participate in any activity.



EXERCISE:

PAGE 1/2

FORMAT:

GROUP
EXERCISE,
ICEBREAKER

*Human Knot*⁴²

TIME: 20 MIN

REQUIRED MATERIALS: NONE

SUMMARY:

This is an energetic, and slightly complex exercise that builds trust and cohesion in the group by asking participants to form a 'human knot' by joining hands as a group, and then untangle the knot without unclasping hands.

KEY EXPLANATION POINTS:

- Ask participants to form a circle, shoulder-to-shoulder. Encouraging/urging participants to stand closer can be a subtle way of helping to prepare them for what is about to happen.
- Ask participants each to place a hand in the middle of the circle and to grasp another hand.
- To learn names and spark some fun, ask participants to introduce themselves to the person with whom they are holding hands.
- Then ask participants to put their other hand in the middle, grasp a different person's hand, and introduce themselves.
- Don't let participants let go of hands – if they do, some will be tempted to think the activity might be over, but it is only just beginning.
- Explain to participants that what you would like them to do is to untangle themselves, without letting go of hands, and form a circle.
- There will be a mixture of reactions, often including nervous laughter, amusement, excitement, trepidation, strong suspicion that it cannot be done; others may view the task as a somewhat sadistic or inappropriate joke. Some group members will have conducted the task before, but this does not really matter – each time it is unique.
- Participants may change their grip to increase their comfort, but they are not to unclasp and re-clasp in a way that would undo the knot.
- Stand back and see what happens.
- Be prepared to see little progress for quite some time (up to 10 minutes). However, once the initial unfolding happens, the pace towards the final solution usually seems to quicken.
- As each occasion is unique, there are also odd times when a very fast solution emerges – too easily. In such cases, ask a group to try the task again – it is typically a bit harder the second time around. Occasionally, the task seems too hard and participants seem to make almost no progress. Let them struggle for about 10 minutes, then offer the group one unclasp and re-clasp – they need to discuss and decide what would be most useful.
- Most of the time a full circle takes shape, but occasionally two or even three interlocking circles emerge. So, the task really is to sort the knot into its simplest structure.

EXERCISE:

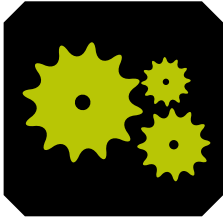
PAGE 2/2

FORMAT:GROUP
EXERCISE,
ICEBREAKER

Human Knot

FACILITATION NOTES:

- Be aware that the activity involves close physical proximity and touching potentially in sensitive places!
- The ideal group size is about 10, but it can be done with anywhere from seven to 16 people. Much higher or lower and the task does not really work. The more members of a group, the more difficult the task, partly because of the complexity, and partly because there is physically less room to move.
- If there are two or more groups doing the task simultaneously, have the groups reasonably spaced out, so they do not feel distracted by a sense of competition.
- Stay at a moderate distance, allowing the members of the group to engage in the activity without feeling that they are being too closely observed; but maintain good hearing contact and be ready to step in to answer questions or change the direction of the activity quickly when appropriate.
- Slowly wander around the circle, moving in and out as appropriate – for instance, if you want people to use names in every communication, this needs to be reinforced in a friendly, but firm, way, several times.
- It is relatively easy to notice who is talking, who is not, who seems comfortable, who does not. Also note that sometimes, the natural leaders are not in a good position to lead – do they try to dominate inappropriately or do they sit back appropriately and just do what they can?
- Often this activity speaks for itself as an ice-breaker. However, because it can be quite challenging, and because people often will have been pulled in all sorts of directions (literally), be prepared to have at least a short debrief, asking, for example: ‘how well did you think the group worked together?’; ‘what could have been done differently?’; or ‘what do you think you have learned from this activity that can be applied in future activities?’



EXERCISE:

*Reciprocity Web*⁴³

FORMAT:

GROUP
EXERCISE

TIME: 30 MIN

REQUIRED MATERIALS: ONE BLANK INDEX CARD PER PARTICIPANT, COLOURED BALL OF YARN

SUMMARY:

This is a good closing exercise that asks participants to write down a commitment to improve their integrated security for which they need support. Through the exercise, they are paired with another participant who will follow up with them to offer encouragement and support.

KEY EXPLANATION POINTS:

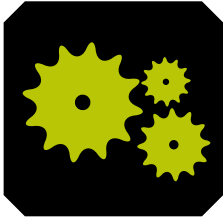
- Have everyone write down one task on an index card related to their integrated security that they will commit to, and that they would like support for. They should put their name on one side of the card and the task on the other. All cards should then be folded with just the name showing and put in the centre of the room.
- Participants are then asked to select randomly one card from the pile and just look at the name on the card without opening it. If anyone has accidentally selected his/her own card, they can exchange it with the person to their left until everyone has someone else's card.
- The group stands in a circle and one person is given a ball of coloured yarn. They should take one end of the ball, call out the name of the person's card they are holding, and throw the ball to them. This should continue until all names have been called.
- As the group stands with a web in front of them, the facilitator should explain that the person who has your card should contact you in the next week just to check in and ask how they can support you with your task.

FACILITATION NOTES:

This exercise helps to 'cement' a sense of commitment to taking the workshop process forward for individuals and to continue to build connections between participants.

Alternative option:

If you can't find a ball of yarn for the exercise, try to be creative and use something playful, like stress balls or balloons. This keeps the exercise light, fun and positive.

EXERCISE:

*Goodbye Cocktail Party*⁴⁴

FORMAT:

GROUP
EXERCISE,
ICEBREAKER

TIME: 30 MINREQUIRED MATERIALS: GLASSES OF WATER (ONE PER PARTICIPANT), *OPTIONAL – LOW KEY MUSIC*SUMMARY:

This is a light and fun closing exercise that give participants an opportunity to express their appreciation for each member of the workshop group.

KEY EXPLANATION POINTS:

- Give everyone a glass of water and have them circulate among each other and tell each person in the group what they appreciate about them.
- Every participant should have a chance to speak to every other participant.

FACILITATION NOTES:

This is a simple but very warm way of giving each participant an opportunity to thank the others for the gift of their presence and for their support.

3.5

Additional Sessions



3.5 Additional Sessions



The following optional sessions can be used, in whole or in part, to explore specific themes more deeply within the workshop. Facilitators are encouraged to design additional sessions that are particular to their groups. Examples include:

Power

Family

Our Bodies

Additional session: *Power*

TIME: 120 MIN

REQUIRED MATERIALS: HANDOUT ON POWER, POWER EXERCISE

ACTIVITIES:

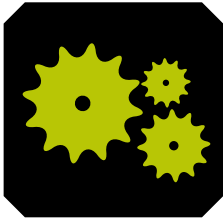
- *Power session handout and discussion*
- *Exercise on power relationships*

SESSION OBJECTIVES:

- to support participants to explore a challenging, and often taboo, issue within the activist world – how we think about power and how power dynamics affect our lives, including our safety and well-being.

KEY EXPLANATION POINTS:

- The power session can be used with participants who are struggling with internal challenges within their own organisations and within their movements. It can also be used with participants who feel particularly ‘powerless’ – for example, working under extremely repressive regimes.
- The session must be employed with care and sensitivity, as these exercises will (and should) bring up very challenging and real issues among participants – and it will challenge the group as a whole. Utilised well, it can help to strengthen organisations and movements and aid them in recognising that true solidarity and integrated security require an honest assessment of power dynamics, and often, a shift in the way we hold power.
- It is best used on Day Two in the morning or possibly in the afternoon.



EXERCISE:

PAGE 1/2

FORMAT:

GROUP
EXERCISE

Power Session

TIME: 60 MIN

REQUIRED MATERIALS: HANDOUT ON POWER, IN APPROPRIATE LANGUAGE

SUMMARY:

This is an exercise that gives participants an opportunity to explore the concept of power in a group, using the handout as a discussion piece.

KEY EXPLANATION POINTS:

- Divide participants into groups of 4 or 5 people.
- Ask them to read through the handout, and discuss for 30 minutes.
- The small groups should return to the larger group and share their observations on the exercise and conclusions from their group for 30 minutes.

FACILITATION NOTES:

- The discussion portion in small groups is deliberately unstructured, as the handout is enough to provoke a lively conversation without guiding questions.
- However, if groups require some additional guidance, you can ask them to consider: 'do they agree or disagree with the points presented in the handout?', 'can they share stories in their lives of challenges they've experienced different forms of power?', 'do they think that power dynamics affect solidarity in their movement?'



HANDOUT

PAGE 2/2

FORMAT:

GROUP
EXERCISE

Power Session

'For feminists, the issue of power is mostly perceived in a negative way. It's a taboo word. It is acceptable to speak of resisting power, renouncing power – but not of having power, or using it correctly, or sharing it.'

Alejandra Sardá-Chandiramani
Senior Programme Officer,
Women's Funds, Mama Cash

Power is central to our activism. Our work is grounded in resisting and challenging the abuse of power, in all its manifestations – discrimination, violence, homophobia, poverty, patriarchy, machismo, capitalism, racism . . . the list is endless.

That is one aspect of power – what some people would call 'power-over'.

Essentially, this is using power to get someone else to do what you want them to do. This is power as domination: it is about unjust or oppressive power relations, controlling or coercing others to submit to your will. Many feminists would argue that this form of power is grounded in an aggressive worldview that sees life as a win-lose situation – where you are either on top and powerful (wielding 'power over') or oppressed ('power under').

Sometimes, we talk also about shared power – 'power with' – which is about reciprocal, balanced,

equal relationships. Really, that is our goal as activists – creating a world where we celebrate our common bonds and our differences – and where we truly, honestly share. Where we recognise and equally value what we bring to each other, without judgement.

That is the gold standard – the aspiration.

But the reality is that we are all human beings – and we all struggle with our relationship with power. How we feel about our *own* power. How we use power in relation to the people and the communities we say we represent. Or the people who support us in our activism – who may help us to care for our offices, our children, our homes.

And understanding how we use power with each other, among activists. Sometimes, to support, encourage and heal. Sometimes to remain silent, ignore or exclude. Sometimes to wound, betray and isolate.

How power dynamics flow through all of the layers we believe define us – the colour of our skin, the years in our bodies, who we love, how we move in this world, how we make a living – and stand as silent barriers between us as individual activists, between our organisations, in our movements.

All of these aspects of power are painful and complicated. They are grounded in messages we

absorbed into our bodies from day one, how we have been treated, how we learned to treat others, who and what we learned to fear and to value. The ways we have swallowed – and sometimes spit out – oppression, discrimination and violence.

Power is. We all have it. We all use it. All the time. Used with deliberate intent to harm or carelessly, it is a destructive force. Employed consciously with honesty, compassion and passion, it is a tremendous, transformative resource.

So, here is the big question: how do we get to a place where we, as activists, see ourselves as powerful in a good way? Where we share and celebrate that power with each other, with the people who support us, with the people we support?

We start by asking ourselves the hard questions about power in our relationships – with ourselves, and with each other.



WRITTEN EXERCISE:

PAGE 1/2

FORMAT:

INDIVIDUAL
EXERCISE
AND GROUP
DISCUSSION

Power Relationships

TIME: 60 MIN

REQUIRED MATERIALS: WRITTEN EXERCISE ON POWER RELATIONSHIPS, IN APPROPRIATE LANGUAGE

SUMMARY:

This is an exercise that supports participants to explore different forms of power relationships they experience in their life, and how they, as activists, use power.

KEY EXPLANATION POINTS:

- Ask participants to fill out the written exercise individually for 20 minutes.
- Once participants have completed the exercise, have them move into pairs or triads to discuss for 20 minutes.
- Finally, all participants can return to the group to discuss their reactions and reflections from the exercise for 20 minutes.

FACILITATION NOTES:

- This exercise should be used as a follow-on from the 'power handout exercise', which provides a framework for thinking about different forms of power.
- Keep in mind that it is always challenging to talk about power with activists, particularly the power that we have to affect others and our own life.
- The exercise also tries to help participants think about how power is consciously or unconsciously used.



WRITTEN EXERCISE:

PAGE 2/2

FORMAT:

INDIVIDUAL
EXERCISE
AND GROUP
DISCUSSION

Power Relationships

1. People who support me

- a) Who has the power to support me in my activist life? (List three key people in the first column, 'People in my life').
- b) For each person, describe two instances where each individual used their power in ways that affected you, one instance in column 'Positive use' and one instance in column 'Negative use':

2. People I support

- a) Who do I have the power to support in my activist life? (List three key people in the first column).
- b) Describe three instances where you used your power in different ways that affected them:

<i>People in my life</i>	<i>Positive use of power (shared power, support)</i>	<i>Negative use of power (power over)</i>

- c) What do you think was the intent behind these actions (that is, were they deliberate and thought through or were they unconscious/accidental)?
- d) How did I react to these various instances and why (that is, how did I acknowledge them, speak about them, challenge them, stay silent about them)?

- c) What do you think was the intent behind your actions (that is, were they deliberate and thought through or were they unconscious/accidental)?
- d) How did these people react to my use of power in these instances and why (that is, how did they acknowledge them, speak about them, challenge them, stay silent about them)?

Additional session: *Family*

TIME: 180 MIN

REQUIRED MATERIALS: FAMILY SESSION HANDOUT, EXERCISE: FAMILY CHALLENGES AND STRATEGIES, EXERCISE ON VIOLENCE IN COUPLES

ACTIVITIES:

- *Family session handout*
- *Exercise: family challenges and strategies*
- *Exercise on violence in couples*

SESSION OBJECTIVES:

- to allow participants to explore challenges they face in protecting their families, and to develop strategies for addressing these challenges
- to support participants to explore challenges they face in protecting themselves from their families, and to develop strategies for addressing these challenges

KEY EXPLANATION POINTS:

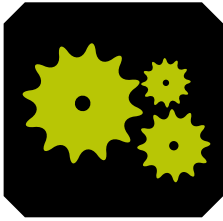
- The family session can be used with participants to explore challenges that human rights defenders often consider as 'private', specifically threats to their family – and threats by members of their family.
- While both types of challenges frequently are difficult to discuss, violence against women human rights defenders and lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ) defenders within their

family (such as partners, in-laws, siblings and parents) is particularly sensitive and should be facilitated with care.

- This module is best used on Day Two in the morning.

FACILITATION NOTES:

The first two exercises in the session are excellent for all participants. The third exercise, on violence in couples, should be used for groups that require a process to go deeper in exploring and identifying violence within their relationships.



EXERCISE:

PAGE 1/2

FORMAT:

INDIVIDUAL
EXERCISE,
GROUP
DISCUSSION

Family Session

TIME: 60 MIN

REQUIRED MATERIALS: FAMILY SESSION HANDOUT, IN APPROPRIATE LANGUAGE

SUMMARY:

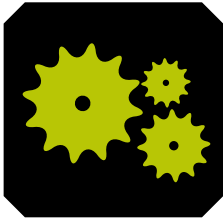
This is an exercise that introduces participants to the concept of 'family' as an integral element of their security and helps them to strategise ways to protect family members, to receive support from family members and to protect themselves when it is family members who threaten them.

KEY EXPLANATION POINTS:

- Ask participants to fill out the written exercise individually for 20 minutes, answering the three questions at the end of the handout:
- How can we *help our families* to stay safe, sane and well?
- How can *our families help us* to stay safe and well?
- When family members (including our colleagues and friends) threaten our well-being and safety, how can we *protect ourselves from them*?
- Once participants have completed the exercise, have them move into pairs or triads to discuss for 20 minutes.
- Finally, all participants can return to the group to discuss their reactions and reflections from the exercise for 20 minutes.

FACILITATION NOTES:

- As with all exercises in the family module, facilitators must be particularly sensitive to participants' reactions to exploring these issues – this will likely be the first time they have had an opportunity to discuss such 'private' issues in 'public.'
- As individuals and pairs/triads are working, make sure to circulate and actively support the discussions. In some cases, the pairs and triads should be deliberately chosen to ensure maximum support to participants who may struggle with these issues.



HANDOUT

PAGE 2/2

FORMAT:
INDIVIDUAL
EXERCISE,
GROUP
DISCUSSION

Family Session

For women activists, our families mean everything. And when we say family, we mean it in the broadest and best sense. The family we are born into – our parents, siblings, cousins. The family we create – our partners, children, in-laws. And the family that we choose – each other. Our colleagues, our friends – our sisters and brothers in the activist world.

Of course, our family relationships are complicated.

But we need them. We push them away, but we let them in again.

Sometimes we deny them. Sometimes they deny us. For who we are – going against the grain, speaking out at the risk of . . . well, everything. For who we choose to love. How we opt to live.

That denial also can take the form of extraordinary

threats or attacks. Ones that are particularly painful and effective, because they come from the people who are – or once were – closest to our hearts.

Sometimes those threats by family members are subtle – cutting comments, pressure to prioritise domestic responsibilities over work, or just silence and a cold shoulder when you most need reassurance. Other times they are extreme, ranging from complete denial and excommunication to beatings, rape and murder.

Some family members are our rock. They are loving, proud, and often long-suffering. They are a source of strength and solace. They offer unconditional support – in times of crisis, and every day. For many women activists, our family provides an intimate, and priceless, safety network – one that offers compassion, strength and very practical forms of protection.

Many families fall somewhere in between, driving us crazy and then reminding us in an instant of that precious, tenuous connection of the heart. The one that we cannot do without.

And because our families are so precious to us, they are also our Achilles' heel. So often, worries about our family keep us up at night. About how to support our parents as they age. How to give our children enough time and love, food and shelter. How to explain to our

partners that we really do love them but that we just do not have enough time for them right now.

Then there are the worries about how to keep our families safe. Our opponents know that our families are so important, and so vulnerable, and so often they try to get to us through our children, sisters, partners or parents. And for many activists, they are right – a threat against, or an attack on, a family member often is the final straw.

Even if you do not prioritise your own safety, an attack on a loved one frequently is sufficient to shock you into action to protect them.

So, as activists, when we think about our strategies towards our families, we need to ask the following big questions:

- How can we *help them* to stay safe, sane and well?
- How can they *help us* to stay safe and well?
- When family members (including our colleagues and friends) threaten our well-being and safety, how can we *protect ourselves from them*?



WRITTEN EXERCISE:

PAGE 1/3

FORMAT:

INDIVIDUAL
EXERCISE,
GROUP
DISCUSSION

Family Challenges and Strategies

TIME: 60 MIN

REQUIRED MATERIALS: FAMILY HANDOUT EXERCISE, FAMILY CHALLENGES AND STRATEGIES EXERCISE

SUMMARY:

This exercise evaluates the participants' larger 'family network' to assess risks, threats, support systems and protection strategies in a family context. It is a follow-on from the 'family handout' exercise.

KEY EXPLANATION POINTS:

- Ask participants to read through the family handout (see above) before engaging in this exercise to explore their relationships with their family members, the challenges and risks to their family as a result of participants' activism, and the challenges and risks participants face from their family members. Then they can develop strategies to strengthen protection mechanisms for their family members and for themselves.
- Participants can work individually on this exercise for 20 minutes, and then work in pairs or triads to develop strategies further for 20 minutes.
- In a follow-on plenary session (20 minutes), it is not necessary to present details of the exercise. Instead, participants can reflect on how they felt about the exercise, what may have surprised them, and some of the strategies that emerged.



WRITTEN EXERCISE:

PAGE 2/3

FORMAT:

INDIVIDUAL
EXERCISE,
GROUP
DISCUSSION

Family Challenges and Strategies

a) Immediate family: parents, siblings

Who	How are they involved in your activism?	In what ways do they challenge your well-being and safety?	In what ways do they strengthen your well-being and safety?
Grandparents			
Parents			
Siblings			
Extended family (cousins, others)			
Other:			

- What strategies do you use to keep them safe?
- What strategies do you use to address the challenges they pose to you?

b) Created families: partners and children

Who	How are they involved in your activism?	In what ways do they challenge your well-being and safety?	In what ways do they strengthen your well-being and safety?
Partner(s)			
Children			
In-laws			
Other:			

- What strategies do you use to keep them safe?
- What strategies do you use to address the challenges they pose to you?



WRITTEN EXERCISE:

PAGE 3/3

FORMAT:

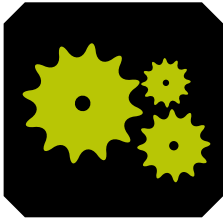
Family Challenges and Strategies

INDIVIDUAL EXERCISE, GROUP DISCUSSION

c) Chosen families: friends and colleagues

Who	How are they involved in your activism?	In what ways do they challenge your well-being and safety?	In what ways do they strengthen your well-being and safety?
Friends (not directly activists)			
Friends and co-workers (activists)			
Other:			

- What strategies do you use to keep them safe?
- What strategies do you use to address the challenges they pose to you?



WRITTEN EXERCISE:

*Violence in Couples*⁴⁵

FORMAT:

INDIVIDUAL
AND GROUP
EXERCISE

TIME: 60 MIN

REQUIRED MATERIALS: VIOLENCE IN COUPLES: WRITTEN EXERCISE IN APPROPRIATE LANGUAGE

SUMMARY:

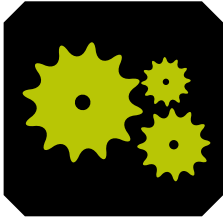
This exercise explores violence against human rights defenders who are in intimate relationships. This relates primarily, although not exclusively, to partnerships, but it can be applied as well to intimate relationships with a parent, in-law or close friends.

KEY EXPLANATION POINTS:

- Ask participants to work individually on the written exercise for 20 minutes.
- After the individual work, facilitators ask participants to work in pairs, and simply listen to each other as they reflect on whatever aspect of the exercise they wish. When someone is listening to their partner, they should not offer advice or opinions – the listener’s role is to listen, and as required, gently reflect and offer support. This process allows participants some time to assess the exercise safely and also to practise deep listening.
- A follow-on plenary should simply ask participants to reflect on the experience of having the undivided attention and support of another participant, and remind us that this is a protection strategy.

FACILITATION NOTES:

- This exercise is primarily, although not exclusively, of value to those participants in relationship(s). Think carefully before doing this exercise, because at times activists’ relationships and partnerships are fluid, so some participants may be able to speak about a current relationship whereas others may not, and because this exercise could unveil some hard realities.
- Note that, in some cases, even if you are not in a relationship(s), there may be someone (such as an in-law, child or parent) who relates to you in a similar way as a partner.
- Facilitators should recognise that many of the questions in this exercise are tough ones, and that they may make some participants feel sad, angry or anxious. Tell participants to take their time, and only answer the questions they feel that they can. Also encourage them to take time to speak to someone they trust afterwards, if they would like to talk.



WRITTEN EXERCISE:

PAGE 1/5

FORMAT:

INDIVIDUAL
AND GROUP
EXERCISE

Violence in Couples

OVERVIEW

Violence in couples is a problem shared by non-activist women, but among activists it assumes different shades. This type of violence may be justified or tolerated for very different reasons, such as economic, emotional and affective dependence, low self-esteem and a feeling of inadequacy, and, in some cases, religious principles that urge one to maintain a relationship at all costs, or for fear of being discredited or socially rejected in the event of separation.

When children are involved, they can become the 'primary reason' for remaining in a destructive relationship.

Likewise, in the case of yet others, the social obligation to settle down and be in a relationship, or being unable to imagine yourself alone or the fear of solitude, are two other reasons for remaining in a violent or destructive relationship.

For activists, other aspects are sometimes involved, including: guilt due to not being able to fulfil 'correctly' one's role as a spouse or mother according to expectations; and the difficulty of mixing personal spaces and spaces for participation. To some extent, furthermore, ending a relationship also involves giving up the space for political participation and the ties on which it has been built, besides the fear of being criticised or judged by common friends.

QUESTIONS

For the first section (a), take your time to read through and answer each question, using a rating of 0-4, where:

0 = never

1 = very occasionally

2 = sometimes

3 = frequently

and 4 = always.

In section (b) write down your thoughts on the open questions.



WRITTEN EXERCISE:

PAGE 2/5

FORMAT:

INDIVIDUAL
AND GROUP
EXERCISE

Violence in Couples

a) Types of violence in your relationships

Try to note below whether any aspect of the following forms of violence is exercised by your partner or by yourself:

Type of violence	Frequency in your relationship with your partner? (0 = never to 4 = always)
<i>Isolation and intrusion:</i>	
Hides your things, listens to your conversations, reads your correspondence, e-mails or personal documents	
Controls your activities, who you see, who you speak to and where you go	
Prevents you from seeing or visiting your friends and family members, or them from visiting you	
Interferes in your friendships, calls your friends behind your back, asks them questions about you	
Other:	
<i>Emotional abuse:</i>	
Makes you feel clumsy, stupid or crazy	
Blames you for everything	
Ridicules, makes jokes about you or your family in front of your family members, friends or strangers	
Uses your personal information to manipulate or humiliate you	
Does not respect your decisions, does not take your needs into account and pressurises or manipulates you so that you do what they want you to	
Blackmails or threatens you	
Does not address you, ridicules you or speaks to you in an aggressive manner	
Other:	
<i>Economic abuse:</i>	
Does not let you work outside the home, puts pressure on you or creates obstacles so you are not able to.	
Makes you ask him/her for money, or in the event you have shared expenses, denies you money for these common expenses	



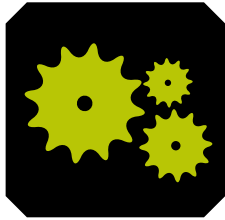
WRITTEN EXERCISE:

PAGE 3/5

FORMAT:
INDIVIDUAL
AND GROUP
EXERCISE

Violence in Couples

Type of violence	Frequency in your relationship with your partner? (0 = never to 4 = always)
Economic abuse:	
Questions how you use your money, unilaterally establishes the priorities for spending	
Checks your account(s) or 'manages' your money	
Other:	
Sexual abuse:	
Physically or emotionally obliges you to engage in sexual practices against your will	
Does not take your wishes or needs into account even when you express them	
Hurts you physically (without your consent) or emotionally during sexual intercourse	
Ignores you sexually, tells you that you are no longer desirable, that you do not excite him/her or and that he/she has sexual relations with you as a 'favour to you'	
Other:	
Physical violence:	
Pushes you, pulls your hair, pinches you or slaps you 'in jest' or 'by accident'	
Slaps you in the face, twists your arm, kicks you 'to get a reaction, make you listen or see reason'	
Throws things at you to hurt you	
Causes you injury using weapons (knives, firearms or any other), either intentionally or 'by accident'	
Openly hits you.	
Other:	
Intimidation and threats:	
Terrorises you with looks, gestures, acts or by shouting	
Breaks things and destroys or hides your things	
Prevents you from entering or leaving the house	
Threatens to hurt you, hurt others or to commit suicide	



WRITTEN EXERCISE:

PAGE 4/5

FORMAT:
INDIVIDUAL
AND GROUP
EXERCISE

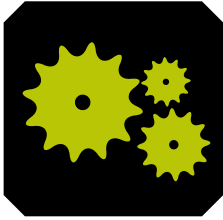
Violence in Couples

Type of violence	Frequency in your relationship with your partner? (0 = never to 4 = always)
<i>Intimidation and threats:</i>	
Other:	
<i>Domestic servitude:</i>	
Holds you solely responsible for managing the house and keeping it clean (paying bills, managing services, cleaning, maintenance), or for some reason, when distributing 'shared' activities it is always your turn	
Does not participate in domestic chores (or in looking after the children if there are any) or only 'helps' you and makes you feel that he/she is 'doing you a favour' or that 'you should be grateful'	
Demands that you serve him/her or blackmails you into doing so	
Other:	

b) Think about ...

The reason or reasons that are making you remain in a relationship that is governed by these characteristics?

How you contribute to your relationship continuing as is, with no changes to the way it functions and with no renegotiation of agreements?



WRITTEN EXERCISE:

PAGE 5/5

FORMAT:

INDIVIDUAL
AND GROUP
EXERCISE

Violence in Couples

What advantages do you accrue from the conditions that have prevailed thus far?

What should be your role in a relationship to make it work?

What would happen if you decided to move from the place where you have been stuck in your relationship? What would happen to your partner? What would happen to your relationship? What would happen to you?

Additional session:

Our Bodies

TIME: 120 MIN FOR 2 OF 3 EXERCISES, see facilitation notes

REQUIRED MATERIALS: EXERCISE: TAKING TIME FOR PLEASURE, IN APPROPRIATE LANGUAGE, EXERCISE ON THE RIGHT TO REST, IN APPROPRIATE LANGUAGE

ACTIVITIES:

- *Our bodies exercise.*
- *Exercise: taking time for pleasure.*
- *Exercise on the right to rest.*

SESSION OBJECTIVES:

- to encourage participants to explore and strategise around three specific well-being issues: our physical body and health, our experience of pleasure and physical and psychological rest

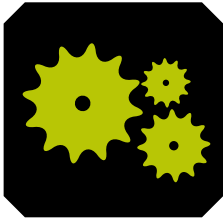
KEY EXPLANATION POINTS:

- This session is useful for exploring further well-being issues. It can serve as a supplement to the integrated wellness session. Each of the three exercises included in this session can also be 'stand-alone' exercises to inspire deeper discussion of specific aspects of participants well-being.
- The session is composed of three exercises that explore our relationship to: our physical body and health ('our bodies' exercise); our experience of pleasure ('taking time for pleasure' exercise); and physical and psychological rest ('right to rest' exercise).

- This session is best used on Day Two and early on Day Three.

FACILITATION NOTES:

- The session should commence with the first exercise, 'Our bodies exercise' and be followed with either one of the following exercises exploring pleasure and rest, depending on the group's priorities.
- If the facilitator wishes to use both exercises, one of the exercises should be used at a different point in the day or on a different day.



EXERCISE:

PAGE 1/2

FORMAT:

GROUP
EXERCISE

*Our Bodies*⁴⁶

TIME: 60 MIN

REQUIRED MATERIALS: NONE

SUMMARY:

This is a gentle and powerful exercise to help participants connect to their bodies and feel physical or emotional pain that has been suppressed.

KEY EXPLANATION POINTS:

- Location is best in a very comfortable and secluded area, if weather permits, it is good to do this outside.
- Explain to participants that we will try to get in touch with our bodies by doing the following exercise.
- First, participants should lie down on a flat, comfortable surface – or sit comfortably and relax. The temperature should be comfortable.
- Ask participants to close their eyes and breathe deeply.
- Concentrate on the sound of your breathing; think of the air entering and leaving your body and of your muscles expanding and contracting.
- Now focus on your muscles and identify the ones that are tense.
- Try to make these muscles relax, following the soft rhythm of your breathing. Concentrate on your body again and observe which of your internal organs is under stress... relax these organs.
- Now, in your mind, slowly go over your body from head to toe.
- Ask yourself these questions: Does anything hurt at the moment? How long has it been hurting? If this pain had a voice or a sound, what noise would it make?

- Now, let it express itself (using a sound, a word, a movement or a signal, for example). What does this pain tell you about your state of mind, your physical health, your diet, the demands you make routinely on yourself?
- This pain could well be a call for attention by your body. Give it time to express itself.
- After the exercise, the participants should return to a sitting position and reflect on the experience. Then, they can go into pairs and together, list three practical, achievable steps they can take to care for their bodies better.

FACILITATION NOTES:

Prior to the exercise, the facilitator should talk about how activists relate to their bodies. An example text is below, this can be adapted as facilitators wish.

- Most of us appear to relate to our body in a slightly aseptic manner, treating it merely as a collection of organs that need to be kept functioning as well as possible, so that we can continue to conduct our routine activities and fight our battles. The problem with relating to our body in this fashion is that we lose track of what the body feels, enjoys, learns, and what makes it feel alive and express itself in all manner of ways. In



EXERCISE

PAGE 2/2

FORMAT:

GROUP
EXERCISE

Our Bodies

addition, this also blurs the political dimension of our relationship with our body.

- **The illnesses that we as women activists normally suffer** are associated with the chronic neglect of physical and emotion problems, overworking or bad eating habits, stress and the utilisation of time. In times of crisis all this translates into frequent infections of the respiratory tract, various gastrointestinal disorders (such as colitis, gastritis and constipation), muscular ailments, as well as headaches and migraines. It is also common for the immunological system to be affected, increasing vulnerability to opportunistic illnesses.
- Frequently we have access to important information on prevention, as we work with issues relating to sexual and reproductive rights, human rights and women's health. Nonetheless, often we are a complete contradiction when it comes to our own health, only treating occasional illnesses (if time and money permit).
- Paradoxically, many a time, we do not have the basic information on our own body and health, such as blood type, allergies, and hereditary illnesses. This is fundamental knowledge that we must have of our bodies and our medical history.
- **We usually do not undergo periodical preventive check-ups**, although we are aware that these are

necessary. Only a few of us get a pap smear test or a breast examination regularly, nor do we use contraceptive methods. Only in a very few cases do we use consistently barrier methods during intercourse to prevent sexually transmitted diseases. We tend to underplay or ignore the discomfort caused by menstruation or menopause, or we delay treatment until it becomes unavoidable – as the ailment begins to interfere drastically with our performance.

- **We accept discomfort as something normal.** We are accustomed to feeling some type of pain. Many of us live with chronic back pain, headaches and stomach aches, for instance, and our body has in some way numbed itself to this pain. It could be said that our threshold of pain is 'upset' so our bodies get used to functioning with a 'moderate' degree of discomfort. In general, we react only if the pain is too intense, but the solution tends to be merely palliative.



WRITTEN EXERCISE:

PAGE 1/2

FORMAT:

INDIVIDUAL
WRITTEN
EXERCISE,
GROUP
DISCUSSION

*Taking Time for Pleasure*⁴⁷

TIME: 60 MIN

REQUIRED MATERIALS: TAKING TIME FOR PLEASURE EXERCISE, IN APPROPRIATE LANGUAGE

SUMMARY:

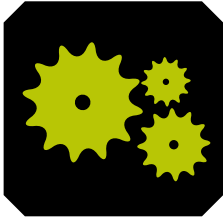
This is a written exercise that participants can do alone to explore how they relate to activities that give them pleasure – identifying which activities they enjoy, and to what extent they regularly experience these activities in their daily life. It is often a surprising exercise for participants, as they often realise through the process that they have stopped engaging in most pleasurable activities in favour of work.

KEY EXPLANATION POINTS:

- Ask participants to sit alone and fill out the ‘taking time for pleasure’ questionnaire.
- After they have filled out the questionnaire, ask them to come together as a group to discuss their reactions to the exercise, and as appropriate, to share some of the steps that they will take to reconnect to pleasurable activities in their life.

FACILITATION NOTES:

- Making time for pleasure and sexuality requires a determined effort on your part to overcome inertia and to combat the obstacles that stand in your way. It also means changing your perception of your self, which also could be preventing you from enjoying your sexuality. Never forget that pleasure is a key strength.
- Try to identify *things or activities that give you pleasure and are not linked to your work or your activism*. As activists, often we declare that our activism is a source of ‘great pleasure’ for us, and this is very good.
- In this exercise, though, we want you to pinpoint other things that give you pleasure, adding variety to it and making it more sustainable.



WRITTEN EXERCISE:

PAGE 2/2

FORMAT:

INDIVIDUAL
WRITTEN
EXERCISE,
GROUP
DISCUSSION

Taking Time for Pleasure

Below, list 10 different activities that you particularly enjoy, that give you pleasure:

1	2
3	4
5	6
7	8
9	10

Try and remember when was the last time you did or enjoyed something that gave you pleasure and how often do you do so?

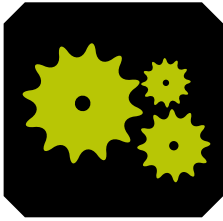
Identify the personal, environmental or social obstacles that have prevented you from enjoying these pleasures more often.

At times, it could be that our way of organising our priorities and distributing our time is governed by the logic of 'work before pleasure'. But probably your 'to do' list is interminable and thus time for pleasure never really arises.

It could also be that in your social or organisational context, the activity or practice that you consider pleasurable is socially sanctioned, particularly because it is not considered to be 'in keeping' with the life of an activist.

List three practical, achievable changes you can make to increase pleasure in your life:

- 1.
- 2.
- 3.



WRITTEN EXERCISE:

PAGE 1/2

FORMAT:

INDIVIDUAL
WRITTEN
EXERCISE,
GROUP
DISCUSSION

*Right to Rest*⁴⁸

TIME: 60 MIN

REQUIRED MATERIALS: RIGHT TO REST EXERCISE, IN APPROPRIATE LANGUAGE

SUMMARY:

This is a written exercise for individuals to assess the quality and quantity of rest they are experiencing in their daily lives.

KEY EXPLANATION POINTS:

- Ask participants to sit alone and fill out the 'right to rest' questionnaire.
- After they have filled out the questionnaire, ask them to come together as a group to discuss their reactions to the exercise, and as appropriate, to share some of the steps that they will take to improve their pattern of rest.

FACILITATION NOTES:

- Rest is essential if your body is to function properly, and it even helps you develop a different perspective of yourself and of the world.
- However, in the majority of cases, activists have an accumulated deficit of hours of sleep and rest. Rather, time is spent preparing projects, closing reports, completing things at the last moment, helping people in an emergency, and trying to devise solutions to 'important' problems when in bed trying to fall asleep.
- When we think of the way in which we distribute our time and the time that we dedicate to rest, often we feel a certain dissatisfaction not only in terms of the time that we get for sleep, but also in relation to other aspects of our lives, such as time for leisure, recreation and rest. Time available for friends and rest is increasingly

limited to 'obligatory or festive occasions', increasing the trend of reducing vacation time in favour of work, spending weekends finishing tasks that were impossible to complete during the week, or engaging in professional activities that are only possible on a weekend (such as workshops or lectures). Subsequently there is no attempt to compensate for the time spent on such activities, in favour of much-needed rest. Thus, month after month, we find it impossible to spend valuable and necessary time with friends, just having fun or conducting any other activity that is recreational or even plain restful.

- This routine leaves us exhausted, stressed and even depressed. We are not able to recuperate the energy we need for our daily chores and activities.



WRITTEN EXERCISE:

PAGE 2/2

FORMAT:

INDIVIDUAL
WRITTEN
EXERCISE,
GROUP
DISCUSSION

Right to Rest

- Answer the following questions and try to reflect on your pattern of rest and sleep:
 - Do you sleep long enough for your body to recuperate energy?
 - Do you need or take any type of medication to help you sleep?
 - Do you think you could make changes, such as to your routine or habits, that would help you feel more relaxed when you go to bed and help you to fall asleep more easily and thus be better rested?
 - Do you rest sufficiently when you feel tired, exhausted or sick?
- When you are resting, do you just rest or do you use the time to do things that you are not able to do during your working day? (For example, do you check your e-mail, correct a document, plan an activity for the following day, or call for a meeting?)
- How frequently do you work on the weekend? Do you compensate for it during the week?
- When was your last vacation?
- Are your holidays spent resting or do you use them to catch up on pending work?
- Do you ask for or take time off when you need it or only when it is given to you?
- Identify and write down three changes that you promise to make to improve your pattern of rest:
 - a)
 - b)
 - c)