



Creative Space Manual

“We need people
who are active,
who can stand up,
who can talk,
who can fight
for other
sex workers.”

Constance, sex worker,
site coordinator and peer educator



How to use this manual

Creative Space are workshops to share, discover and speak out as sex workers for our rights. For more on the aims of Creative Space, see page 5.

To run a workshop we need to plan it, see page 6. Then we need to develop our core facilitation skills so we get as much participation as possible, see page 8. At the end of the workshop, we learn from what went well, and what didn't go well so we can take it back into our planning, see page 11 for how to reflect. There are also lots of activities through the manual to help us develop ourselves as facilitators of Creative Space.

Ground rules, welcomes, and breaking into groups are key parts of any workshop, see pages 12 to 14 on how to do these.

Planned workshop sessions are all designed to be 3 hours each. They are roughly divided into five broad categories:

- ▶ Rights: Knowing and acting on our rights as sex workers, pages, 15 to 27
- ▶ Business: Making money and selling in the ways that work for us, see pages 31 to 39
- ▶ Health: Staying healthy and protecting ourselves from HIV/AIDS and other STI's, page 41 to 51
- ▶ Self: Knowing ourselves and working with our feelings, pages 55 to 57
- ▶ Social: Dealing with social issues that affect us and our work, pages 60 to 73

Information boxes are often included with workshop sessions. If no specialists are available, we can use these to prepare short inputs for workshops. Case studies with sex worker stories are included throughout the manual. We can also develop our own case studies. Use case studies to get the group thinking about a particular topic.

Creative Space is all about meeting the needs and hearing the voices of the groups we are working with. If none of the workshops sessions seem to work for your group, plan your own workshop using the guide on page 77.

Right at the back are some examples of how we might keep records of attendance, agreements we might use with participants, and a form for getting feedback from our participants, pages 78 to 80.

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Overall aims of Creative Space workshops

The aims of Creative Space workshops are to allow us as sex workers to engage with each other as unique individuals greater than our sex worker identity.

- ▶ **Support and networking**
Creative Space is primarily a space to share common experiences and connect with others. Creative Space helps us overcome feelings of isolation by building connections between us.
- ▶ **Confidence and self-esteem**
Through having our participation valued, and speaking out in the big group, we build our confidence and self-esteem.
- ▶ **Insight and self-expression**
Creative Space encourages us to engage and to express ourselves. Through this we gain insight into the habits and patterns that shape our lives. This insight can lead to radical and positive life changes.
- ▶ **Appreciation of diversity**
Our many cultures, backgrounds and identifications are used as resources. This encourages us to learn and respect the diversity of our group and become more open and flexible. It also builds up our trust and breaks down stereotypes.
- ▶ **Access to information and services**
Creative Space operates as a portal of services available to us as sex workers. It is a good place to start finding the help or healing we are looking for. Healing comes through expressing ourselves and our world view as well as being valued and accepted through all the services we access.
- ▶ **Advocacy**
Sex workers stories about our challenges and struggles, including human rights abuses, are often shared at Creative Space. If these stories and themes are monitored and documented they can be an important advocacy tool for sharing with relevant role-players, e.g. police, media, politicians.

we develop core facilitation **skills** so we can use **Creative Space** to claim back our own **knowledge** and **expression**. We use **Creative Space** to come up with **solutions, actions** and **strategies** to work with **challenges** and **issues** in our **lives**. We stay **curious** as to what we can **collectively** come up with to **answer** some of our **key questions** as **sex workers**.

Questions we can answer by being together

- How can we make more money?
- How can we stand together for our rights?
- How can we live better in a world with HIV and other STIs?
- How can we bring about decriminalisation?
- How can we care for ourselves better?
- How can we improve our relationships?
- How can we heal the hurts we need to heal?
- How can more of us be facilitators and stand up for others?

ACTIVITY

- 1) What is the one thing you have learned for sure about being a sex worker that can help other sex workers?
- 2) What is a key question that needs answering for the sex workers in your area?

Plan before the workshop

Workshops go well when they are planned. The workshops in this manual are divided into broad and overlapping topic categories of rights, business, health, self, and social. When deciding on a topic, think about where the group is at and what will be most relevant or urgent for them. See pages 15 to 73 for workshops sessions. If there is no session that seems to cover the needs of the group, consider designing your own workshop, see page 77.

Whether you design your own workshop, or choose one of the planned sessions in this manual, think carefully through each part of the workshop. You will also need to coordinate services and the preparation of food for the day of the workshop. The questions below are designed to help you with planning.

Set a date and time

- Is the time suitable for sex workers e.g. when they are off-duty, and not too early in the morning?
- Can other services be available e.g. counselling, wellness clinic, paralegal peer educator?
- Can you organise transport money and food for this same time?

Draw on the resources you have

- What are the extra materials needed for this workshop and the icebreaker?
- Is there a specialist you can contact to input on the topic?
- If you give the input yourself, can you find the time to practice in front of a friend or a mirror?
- Are there stories, case studies, videos or news events around the topic you can present?
- Is there some part of the described workshop session you need to leave out for this group?
- Is there something you need to add for this group?
- Could you record the workshop or part of it? What might be useful to share with other sex workers or rights organisations? See page 14.

3 Experience shows: **Three** is the best number of times to practice an input before you do it for your audience!

Involve participants before the workshop starts

- ▶ Can you identify two or three participants who will be attending to actively contribute?

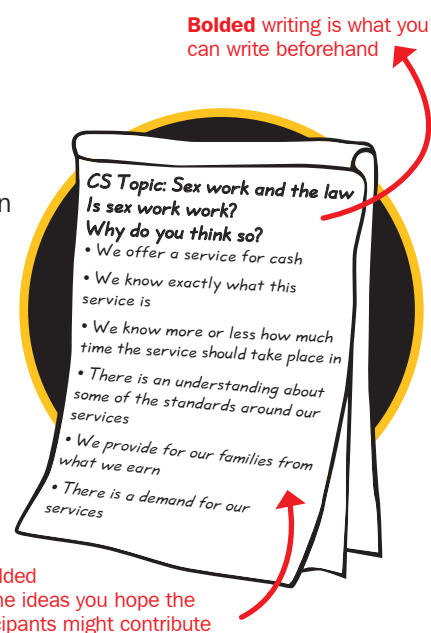
Here are ways they could contribute:

- Co-facilitating - especially for the small group sessions
- Telling their own story relevant to the topic
- Giving an input that is relevant to the topic
- Running the icebreaker or coming up with one of their own
- Being gatekeepers, see page 13.

Prepare flip chart paper in advance

- ▶ Can you prepare writing on the flip chart paper in advance?

This will save your time and thinking space in the workshop itself. This manual has sample writing for flip chart paper in every session. The **bolded** writing is what you can write beforehand. Don't write down all the unbolded things – these are the kinds of ideas you hope the participants might contribute!



Basic Workshop Kit

- Thick kokis for working on flip chart paper
- Flip chart paper
- Prestic
- Labels for participants to write their names

Set up the space

A space that has been thought through and carefully set up, gives the participants the message that this is an important space and sets the tone for how the workshop will continue.

- How can you arrange the chairs for maximum participation?
- Can you plan ahead for group work by getting tables or large boxes into the space?
- Where would be a good place to stick up flip chart paper with the group's ideas on it?
- Can you set up a notice board with key services and announcements?
- Are there enough toilets and toilet paper?
- How will you serve tea and food?
- Where will participants put out their cigarettes?
- Is there anything hazardous or dangerous to children who might attend?

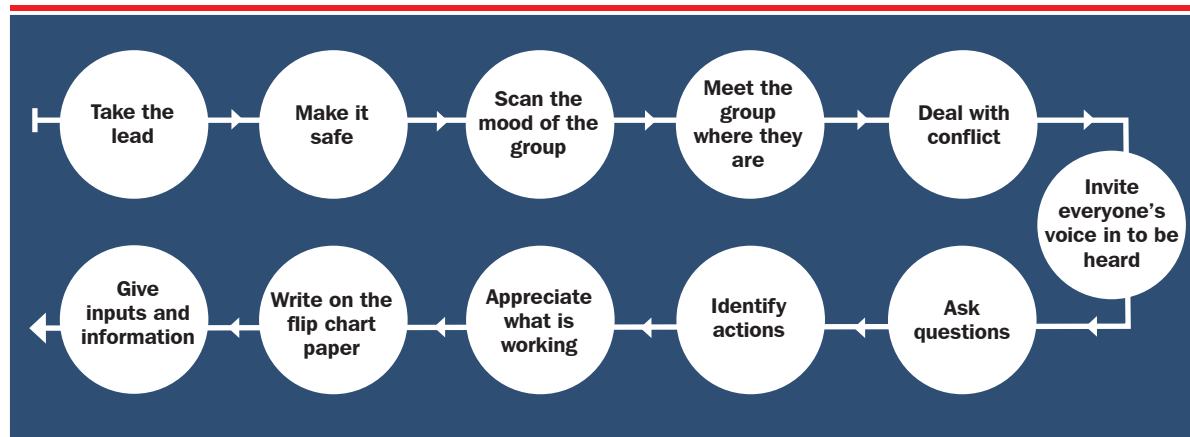
Intake table

In setting up the space, we will also need to have a table for intake of participants and screening. Make sure there is someone prepared and ready to manage things at the table. The table should be equipped with:

- A register for all service users to sign (see page 78 for a sample register)
- Service users agreement for all participants to sign (see page 79 for a sample service users agreement)
- Condoms/femidoms/lubrication and educational pamphlets
- Travel money (which has been obtained in advance)
- Receipts for travel allowances filled in by peer educator/team leader and signed by service users, and co-signed by a team leader/manager

Facilitate the workshop

In every workshop, we will have an opportunity to practice these core facilitation skills:



Take the lead

As facilitators, we lead the workshop. We need to step into our authority, remember our dignified posture, speak loudly and clearly, and be a model of confidence and inclusiveness.

ACTIVITY

- 1) Who is your favourite leader?
- 2) Write down what you notice about their body posture and way of thinking.
- 3) Write down what qualities you admire in him or her.

Make it safe

If participants don't feel safe, they will not participate. Getting full engagement and participation from the participants is our main aim as facilitators. To feel safe participants need to know:

- they are welcome
- how long the workshop will be
- time will be managed
- what to expect during the workshop
- how things work (e.g. breaks, food, transport money)
- they will not be judged
- there are ground rules, see page 12
- confidentiality is in place
- instructions are clear and focused

Meet the group where they are

We will need to do things differently depending on the mood of the group. Where there are strong feelings, these will need to be addressed first. Even during the workshop, we will need to go with what the group wants because if we don't, they will do it anyway!

Accept that different participants in the group may "go against each other" (see box on how to deal with conflict). Becoming short-tempered, irritable or working against the group will quickly make us tired. Beware of taking too much responsibility for the group. This is their space and it is up to them to use it. What we can offer is facilitation.

Also make sure you use the same language as the group as far as possible. If participants are used to "ground rules" for example, don't talk about a "group contract", even if these are the same thing.

Scan the mood of the group

As you do the welcome and introductions, scan the mood of the group. Is it:

- Heavy
- Light
- Jumbled

What quick adaptations can you make to your plans to accommodate the group's mood?

Deal with conflict

- Accept that some members of the group will go against each other
- Give each side the chance to talk and be heard
- Don't take a side or make a judgement yourself
- Remind them of the ground rules
- Tell them exactly what is expected of them
- After members have expressed what is upsetting them, invite them to come up with their own solutions

Invite everyone's voice in to be heard

As facilitators, we want to bring as many of our participants' voices as possible into the Creative Space. It can help to use "we" language rather than "I" language. For example, we would not say: "I am going to teach you...". We would rather say: "We are going to discover....".

One way to get everyone's voice to be heard is to actually go person by person asking for their response or input to a question. Allow only one person to speak at a time. Try to start with the more confident people. Allow some participants to skip when their turn comes, come back to them at the end, but never force someone to speak if they don't want to.

Sometimes participants who will not speak in the big group, will speak in smaller groups or in pairs, see page 13 for more on this. When a participant offers something into the space, always show appreciation for what they have contributed, and never judge them. Find a way to value their contribution. Avoid long discussions with a single participant. Rather speak with this person after the workshop.

Ask questions

Questions are the most important tools of the facilitator. Ask questions in as many different ways as you can. Always give participants a chance to find answers and solutions first. Only if they don't come up with things, do you add important points the group may not have mentioned.

Identify actions

Especially when closing a particular activity, and the session as a whole, leave the group with a clear sense of what has been discovered by them, what the key messages are from the topic, and what actions they might take.

Appreciate what is working

Pay attention to and model appreciation as a practice and way of being in the world. Acknowledge everyone who has participated at the workshop and especially those participants who have helped. Appreciate things achieved. Appreciate the food, the space, and the time together.

Write on the flip chart paper

Being able to write down quickly what participants have contributed to the Creative Space is an important part of being a facilitator. Try to have clear headings on your flip chart paper. Use bullet points. Write clearly.

Give inputs and information

Any input or information you offer to participants must be highly relevant to them. Be sure of information you give. Never be afraid to say you don't know the answer to something. Rather say you will find out the answer and bring it next time. Or refer the participant to someone who does know the answer.

Sex workers already have facilitation skills

If you are working as a sex worker, you have already been working on your facilitation skills! These are some the skills that sex workers and facilitators have in common:

- Thinking on your feet
- Quickly reading a situation and the people in it
- Pitching yourself into the mood of the audience
- Putting on a persona or personality

CASE STUDY FACILITATION: PALESA

Get the whole group to offer their thinking and ideas

► **Palesa:** The first workshop I ever went to was on listening. I expected the facilitator to tell us and give instructions on how to listen. The facilitator did not tell us anything. Instead she asked us to remember a time when we felt we had been listened to.

Tap into participants own knowledge and experience

Then she asked the whole group to contribute ideas as to what made people feel listened to. She wrote everyone’s ideas on the flip chart paper. I was pleased to see my idea written up on the flip chart paper. When the group ran out of ideas she asked questions that made us come up with more ideas. In the end, it was the group not the facilitator who came up with a really good list of what good listening is about. The facilitator summarised the list on the flip chart paper. It’s amazing, but it’s a list I can still remember to this day!

Ask questions to encourage the group to think more deeply

When I went home and read in a book what made good listening skills, I realised that our group had come up with every single thing in the book! Not only that, but the kind of language we had used was easier for us to understand than the language that was written in the book. From that moment on, I knew I wanted to be a facilitator.

Summarise the thinking of the group so that actions can be taken forward

► **Lloyd** - *“We believe in ourselves. We don’t judge each other. We make each other feel wanted and important. We can all give something back into the Creative Space”*

We are a marginalised group that have not been recognised before. We need to stand together and take care of each other.

► **Constance** - *“Every time we run Creative Space, we reach some sex workers and next time we will reach more.”*

Some will be distracted or silent. Don’t expect to grab the attention of all of them. But some will benefit. Next time some more will benefit. Even if you only reach a few you have done your job.

► **Gordon** - *“We ask questions so we can find solutions together”*

Be solution focused. Don’t allow complaining. If there are problems in the space or in the world it is up to us together to find solutions.

► **Jackie** - *“We use ourselves as an example to be empowered, to be confident and address the stigma.”*

We need to practice standing up for ourselves, speaking for ourselves and presenting. We need to fight for ourselves and for each other.

► **Patricia** - *“We understand sex workers and we listen to them.”*

We see where the mood of the group is and we adapt ourselves to this mood.

► **Maria** - *“We leave Creative Space knowing that we are not alone as sex workers.”*

Creative Space is all about breaking the isolation and knowing we are not alone.

► **Me** - “ ”

► _____ - “ ”
Facilitator’s name

ACTIVITY

1) Write between the quotation marks what you know works for you and motivates you as a facilitator of Creative Space.

2) Now ask another Creative Space facilitator what works for them and motivates them, and write their quote in the space.

Reflect after the workshop

Facilitators are in the business of learning and they are always learning themselves. Consider asking participants to give you feedback using a short questionnaire after the workshop (see page 80 for a sample feedback form). You can use this feedback in your own reflection and also take it into planning.

In order to learn from each time you facilitate, it is important to reflect after every workshop. Use these questions to help you reflect:

► What worked in this workshop?

Write down what went well, what the good moments were, what you were proud of, what you think the group gained. Write down where you showed the core facilitation skills of taking the lead, making it safe, meeting the group where they are, valuing all voices, appreciating, and closing with clear actions.

► What didn't work in this workshop?

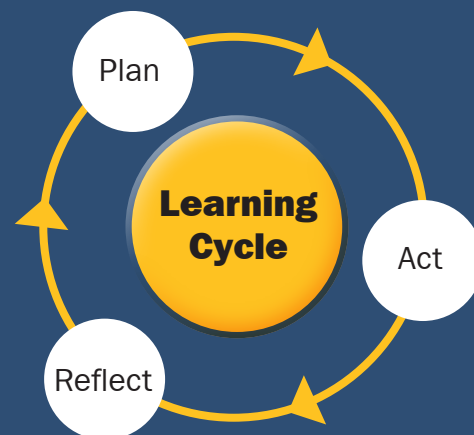
Write down moments where the group energy flagged, where no one was interested in completing an exercise or activity, or where participants didn't understand. What about the way you facilitated maybe didn't work this time? For example, could your instructions be clearer? Could you find a way of bringing the silent voices in? Could you let go of some judgements about certain groups of people?

► What will I do differently next time?

Write down the changes you will make to this particular workshop. These you take into your planning for the next workshop. Also write down what you might do differently as a facilitator.

The learning cycle

Facilitators are lifelong learners and they approach everything they do as a learning experience. In order to learn, we need to go through each stage of the learning cycle. This is planning for action, taking action, and reflecting on that action. We take our reflecting back into planning for the next round of the learning cycle. Many people and groups focus on planning and action. Unless we visit each phase of the learning cycle, we, or the group we are in, will not learn. Individual and group reflection is critical for learning. There are not mistakes, there are only missed-takes of the learning cycle. We learn from these and go into the next cycle. The commitment is to on-going learning. Not to getting things right every time.



ACTIVITY

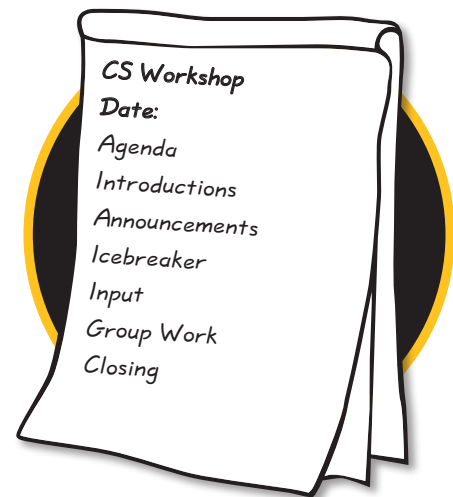
- 1) Think of a workshop you attended where you participated a lot and learned a lot. What did the facilitator do that allowed this to happen?
- 2) Think of a workshop you attended that you didn't like. What did the facilitator do that made the workshop not work for you?

Workshop basics

Opening

The opening is the time to make everyone feel welcome, safe and comfortable.

- **Introductions:** Begin by asking each sex worker to introduce themselves and say where they work.
- **Connect to services:** Any services available should be announced.
- **Set the agenda:** Write the agenda up on flip chart paper. Ask participants if there is anything else that needs to be put on the agenda.
- **Deal with practicalities:** Make sure everyone knows where to find the toilet and when there will be breaks, food and transport money.



Icebreakers

When we don't know someone, we can often feel threatened by them. As soon as we know even a little about them, we begin to feel more comfortable. Icebreakers allow everyone to know a little about everyone else and bring energy and presence in to the space. A well-chosen icebreaker could also prepare the group by introducing something of the topic to be covered as well as get the group thinking about it. While there is a different icebreaker for every workshop session in this manual, you may choose to use the same icebreaker every time - or make up your own!

Ground rules

To make it safe for all of us to participate, we need ground rules. Ground rules make sure everyone is respected and that all opinions are valued. The best ground rules are those that are worked out with the whole group present. Invite the group to offer ground rules and write these down on the flip chart paper. If they struggle with coming up with some, you can assist them by asking: "What about cell phones ringing?" or, "what about being drunk or under the influence of drugs?" You could also ask: "What else do we need to have in place for us to feel safe here together?"

As a group, we may need to discuss the issue of confidentiality. When participants share things about their lives in this group, maybe we can keep that information in this group. If we share with people outside the group, we talk about people from the group in a way that they can't be identified.

If the workshop will be recorded in any way, we need to explain how this will happen, where the information will go, and get permission for any photographs of people we might take.

Language

Language may also be an issue for our group. Some participants may not understand everything, or they may not be comfortable speaking in the language of the workshop. Ask the group how they want to work with language. It may be appropriate to have someone translating the whole workshop, or giving one participant their own "translator".

After you have found all things that participants need to feel safe together, you could allow each member to sign the flip chart. You could also invite members of the group to be gatekeepers and get the group's buy-in for the gatekeepers to help keep the ground rules. (see page 13 for more on this)

Common Ground Rules

- **Cell phones off or on silent**
- **This is a safe space and everything shared in this room stays in this room**
- **All opinions and views need to be respected**
- **Respect differences**
- **Be open to new concepts and ideas**
- **Take turns speaking, and do not interrupt others**
- **Put your hands up to ask a question or contribute**
- **Don't interrupt when someone else is talking**
- **One conversation at a time (no side conversations)**
- **Be a team player**
- **2 minute rule when talking - due to time constraints, stick to time limit**
- **Toilet breaks are allowed all you need to do is excuse yourself**

Gatekeepers keep it safe

It can be helpful to have one or two gate keepers to help keep the ground rules. Gate keepers assist with control of space, movement and any kind behaviour which disrupts the workshop.

- Ask the group ahead of the workshop if any one would like to **volunteer** as a gate keeper.
- **Inform** the group who the gate keepers are.
- The group, plus the facilitator and gate keeper can **decide** to ask someone to leave the space if their behaviour is unacceptable.
- Should anyone have a personal crisis as a response to Creative Space, a gate keeper should leave with him/her to see how they can **assist** or refer to counsellor.

Work with groups

Paired and small group work is often essential for tapping into participants' own experience and knowledge around a topic. The point of breaking into pairs and groups is to get as many people participating as possible. Some participants, who may not be willing to speak up in the full group, may be willing to talk with just one other person (in pairs) or in a smaller group. This is especially the case when participants are not comfortable speaking in the main language of the workshop. Small groups can allow for translations to happen among participants.

A good size for a small group is between 6 and 8 people. Small groups allow for greater sharing and intimacy between the members. The smaller the groups, the longer the feedback back in the larger group could take.

You will need to assess the overall energy and decide what size groups to break up into. Small groups could be a problem when your participants are subdued and not keen to participate. In this case it may better to divide the overall group into much bigger groups of perhaps 12-18 participants. Then you can be sure there will be at least three or four participants to lead the group work.

Small groups checklist

- ✓ clear instructions
- ✓ 6-8 participants
- ✓ 1 scribe - write the group's ideas onto the flip chart paper
- ✓ 2 presenters - present the group's ideas to the bigger group

When small groups are in session, you as the facilitator need to visit each group and check in with how they are doing. Encourage their thinking further by asking questions or suggesting they add even more points to what they have written.

If you have engaged participants who show a high level of trust, you can get them to tell stories and experiences in pairs. This allows for in-depth sharing and can really build deep connections and bonds.

Record the workshops

Recording workshops can help us gather evidence about sex workers' lives and advocate for our rights. Whatever way the workshops are recorded, permission needs to be gained from the participants present. There are a number of ways to record Creative Space workshops:

- ▶ **Reports:** These are useful to remember what has been covered and good for feeding information back to funders.
- ▶ **Sex worker ideas:** The flip chart paper which captures sex workers ideas and experiences could be valuable information to share and help other sex workers better understand their challenges and ways to work with them. You could take photographs of flip chart paper where sex workers ideas are recorded. You can upload the photograph and email it to a rights organisation like SWEAT or Sisonke.
- ▶ **Photographs of participants:** Here you need to get special permission. You could also experiment in taking photographs in a way that participants are not recognised.
- ▶ **Sharing stories and performances:** Public performances of theatre and dance should be worked towards in stages. First, Creative Space participants can perform for other sex workers, next for sympathetic audiences, and finally, to create changes in attitude they could perform for the general public. Participants should only proceed to each stage if they feel comfortable doing so. This would also include marching for the different sex work causes such as decriminalization, international sex workers day and many others.

Always remember to put the date on flip chart paper when sex workers' ideas are written up!

RIGHTS

Workshop: Sex work and the law

Materials needed:

- flip chart
- koki
- a good song



Outcomes

- Know that sex work is work
- Know the legal status of sex workers in South Africa
- Know different legal models that are used for sex work in other parts of the world
- Know that we have the right to be recognised as workers



Special considerations, extra materials or input needed

Find a specialist to input on sex work and the law if possible. Prepare a participant to lead the singing in the icebreaker. If you can find someone who has a song they can teach the others from the struggle days or some other revolutionary song this would be even better.



Welcome

All together: Start the workshop with welcome, introductions, announcements, ground rules and referrals. Introduce the theme for the day which is sex work and the law.



Icebreaker: Singing a song

Ask if there is someone in the group who enjoys singing – ask them to lead the group in singing a few songs.

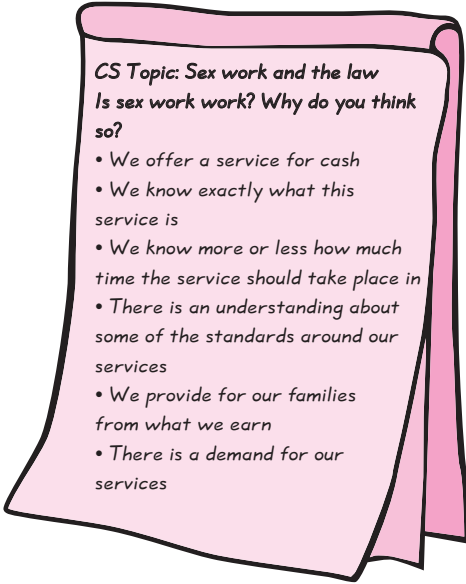


Topic: Sex work and the law

All together: Ask participants if they believe that sex work is really work. Capture their ideas on the flip chart paper.

Input on sex work as work: Selling sex is a regular income-generating practice for many of us in South Africa. We provide a good or resource to our clients and get money in exchange. We perform a service and a job for the sexual pleasure of our clients. We also expect that the sexual exchange will take place within a particular time frame and include certain agreed-upon standards between ourselves and the client. All this makes sex work very definitely work.

Introduce the group work exercise on myths: Divide the participants into smaller groups. Tell them that each group must come up with a list of at least 6 things that people are saying about us and the work we do **that is not true**. These are what we call the myths about sex work.



Presentations from the group:

See the information box on **myths** to help you facilitate feedback from the groups. In summarising the myths around sex work, try to link these back to how these myths are contributing to the criminalisation of sex work. Because people believe the myths they keep sex work illegal. When all the myths have been presented, **invite the group** to come up with the **real facts**. You can add any myths or facts that the group don't come up with.



Input on sex work and the law in South Africa:

Sex work is illegal in South Africa. This means that it is an offence to sell sex, buy sex, and to engage in other sex work-related behaviour (under the Sexual Offences Act 23 of 1957). Additionally, clients are criminalised (according to the Criminal Law: Sexual Offences and Related Matters Amendment Act 32 of 2007), and brothels are criminalised (under the Business Act 71 of 1991) in South Africa. South Africa is, however, in a state of law reform, with many of the apartheid-era laws that govern sex work under review. These proposed revisions follow many international settings in which sex work is decriminalised or legalised.

Input on different legal models: Ask the members if they know the difference between: Criminalisation, Decriminalisation, Legalisation and Partial Legalisation.

- ▶ **Criminalisation:** In some countries it is against the law to do sex work or to even be associated with sex work.
- ▶ **Decriminalisation:** In some countries sex work is treated as an ordinary occupation, and the laws are designed to protect sex workers from the special risks in their job. Use this opportunity to define “discrimination” as the similarity in terms can get confusing.
- ▶ **Legalisation:** In some countries, sex work is treated differently to other occupations, sex workers need licences, and there are lots of special controls on day to day sex work activity.
- ▶ **Partial Legalisation:** In some countries everyone involved in sex work except the sex workers themselves is breaking the law.

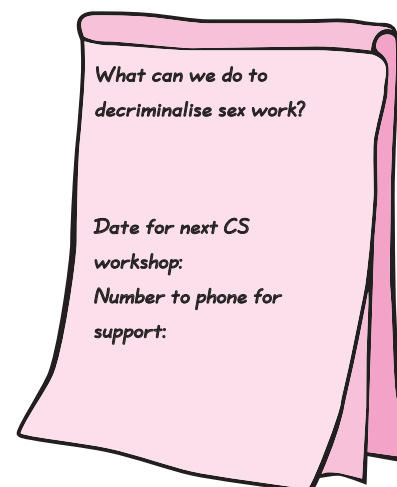
Wrapping up the topic by calling for action:

Ask the group what we could do to decriminalise sex work

“What can we do to decriminalise sex work?”

Closing

All together: Ask the group if there are topics they would like to have dealt with at Creative Space workshops. Ask if there is anything else that needs to be raised. Make it clear what support is available and how to get it. Talk about when the next meeting is and how to get lunch.



Myths about sex work

- ✗ Myth: Most (female) sex workers have been sexually abused and/or raped as children.**

✓ Fact: Because sex workers show their sexuality in a public, they get a lot of looks and stares by the public and from strangers. This results in many intimate, taboo questions that are rarely asked of “ordinary” women. While it is true that many sex workers have a history of traumatic, violent sexual incidents, they are not very different from the general female population, who have simply not been asked. Sex workers also tend to be more frank about such experiences, and are often more comfortable with the language of sex and power.
- ✗ Myth: Sex workers are dangerous to the general population because most have infections – they transmit HIV/AIDS and other sexually transmitted infections.**

✓ Fact: Sex workers are often more knowledgeable about sexual health – and practice safe sex more often – than the general population. They often act as sexual health educators for their clients and should be mobilized, not demonized, in the struggle to control HIV/AIDS.
- ✗ Myth: Women are sex workers because they desperate and have no other options.**

✓ Fact: Sex workers come from all class strata. While the “desperation” factor may be true for some women, even very poor women may choose to work as sex workers because it is the best option for them in a selection of meagre choices, including, but not limited to, undocumented, unskilled, sweatshop labour. Many choose the profession because they can earn a living without working long hours (and spend more time with their children, or any other activities), in some cases make their own schedule, and/or because they enjoy the creativity the profession can demand.
- ✗ Myth: Sex workers are stupid.**

✓ Fact: Sex work requires many varied business, social, and survival skills, including knowing how to assess a client’s character in a couple of seconds. The belief that sex workers are stupid has no basis, and simply serves to objectify and dehumanize.
- ✗ Myth: Sex workers encourage happily married men to cheat.**

✓ Fact: Studies have found that men with no regular partner were significantly more likely to have ever paid for sex and significantly more likely to have paid for sex in the past year.
- ✗ Myth: If sex workers are raped, beaten, or robbed it is not a crime.**

✓ Fact: Sex working men, women and trans- gender people have the same rights as everyone else. Rape, assault, and robbery are crimes no matter who the victim is.
- ✗ Myth: There is no good reason for anyone to go into or remain in sex work.**

✓ Fact: For many people, sex work is their best or even their only opportunity to earn enough to support their families. Like all people, sex workers need empowerment through access to health care, job training, education, an end to discrimination, and opportunities to make a living wage in more than one way. They also face social stigma that can prohibit their movement into other forms of labour.
- ✗ Myth: Most sex workers are coerced or forced into doing it.**

✓ Fact: No evidence supports this claim. Millions of people are involved in sex work worldwide. Sex workers are individuals whose reasons for engaging in sex work – and leaving it – are personal, economic and social – as complex as anyone’s reasons for involvement in any type of work.

Myth: Allowing sex work to happen without criminalizing it will encourage human trafficking and coercion into the sex industry.

Fact: Giving sex workers more rights would likely **discourage** trafficking into sex work. For example, in Thailand, many people support extending labour and social security rights to sex workers on grounds that such policies would promote health and safety protections, allow labour unionization to improve working conditions, and expose and reduce the number of both coerced and underage sex workers. In India, organized sex workers work to identify minors and trafficked persons in their brothels and seek help for them.

Myth: Raids of brothels are the best way to help trafficked sex workers.

Fact: Raids of brothels typically lead to the arrest, detention, incarceration and deportation of people caught there. In many places, those caught in a brothel raid are more likely to be abused by the authorities than helped. Most “rescue” efforts assume that all sex workers are trafficked. Empowering sex workers to identify and assist people who have been coerced is the most effective way to combat trafficking into sex work. Solutions to trafficking are complex. Pulling people out of brothels neither “saves” nor “rescues” them. Civil society needs to address the factors that allow people to be lured into trafficking situations.

Sources: Tia Keenan http://www.planetwaves.net/SexIssue_Tia.html
<http://sexworkersproject.org/media-toolkit/downloads/08-Myths.pdf>
<http://www.nchrc.org/harm-reduction/sex-work/>

Reflect after the workshop

Use your experience facilitating this workshop to learn by answering the questions. Find more help for this activity on page 11.

What worked in this workshop?

What didn't work in this workshop?

What will I do differently next time?

Workshop: Decriminalisation

Outcomes

- Know what decriminalisation is
- Know that much of the abuse that happens to us is because sex work is criminalised
- Have a vision or dream for an ideal working environment and ideal working conditions

Extra materials or input needed

Flip chart paper and lots of kokis for group work.

Welcome

All together: Start the workshop with welcome, introductions, announcements, ground rules and referrals. Introduce the theme for the day which is decriminalisation.

Icebreaker: Stand up if... this applies to you

All together: Ask participants to stand if the statement applies to them, giving them enough time to see the others who are standing.

Stand up if.....

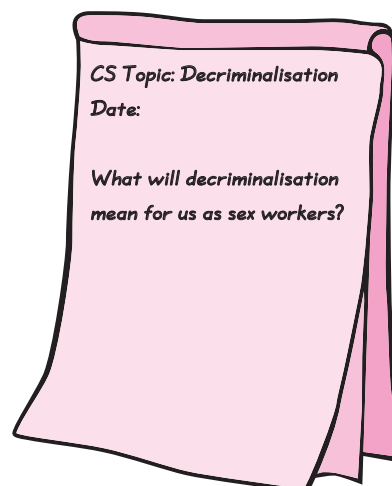
- You grew up on a farm
- In a small town
- In a big city
- You were born in another country
- Your home languages is Xhosa, Afrikaans, Zulu (whatever is appropriate)
- The police have asked you for a bribe
- You've had a client not pay you
- You've been assaulted by a client
- You've been assaulted by the police

Topic: Decriminalisation

All together: Ask the whole group what decriminalisation is and especially what it will mean for us as sex workers.

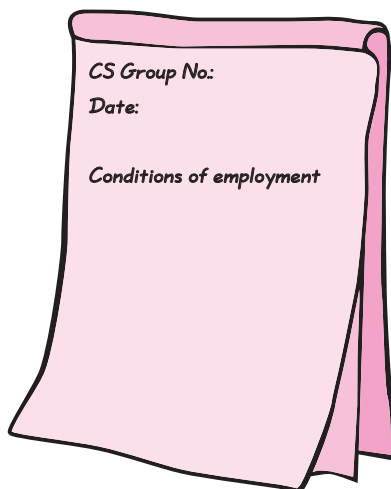
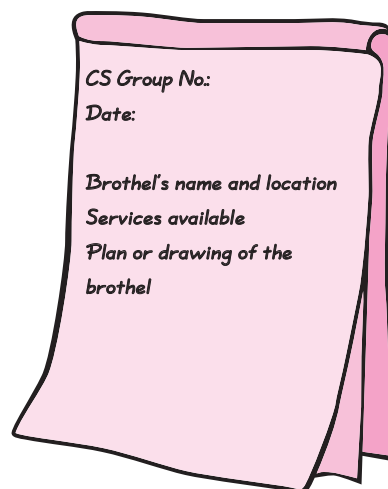
Take ideas from the group one at a time and write down each person's response on the flip chart paper. Thank the group for their ideas. Using the flip chart paper to guide you, summarise what decriminalisation will mean for us as sex workers. See the press clipping and extend points or add any not mentioned. Point out, that much of the abuse that happens to us is because sex work is criminalised in South Africa.

Materials needed:
• flip chart
• lots of kokis for group work



All together: Now introduce the group work exercise. In groups, participants will imagine, decriminalisation has happened, and they could design and open their own dream brothel. Groups will get 2 pieces of flip chart paper each.

On the first piece of paper they will write the name of the brothel, where it is located, its services and a plan of the place. How many rooms will you have? How many bathrooms will you have?



On the second piece of paper, they will write the conditions of employment for their employees. Make sure the group understand what conditions of employment are. For example, how much leave will they get? What will the shifts be? Will they be allowed to use drugs and alcohol on the premises? Will it be compulsory for clients to wear condoms?

In groups: Spend time with each group. Ask questions to encourage the group to think even further through all their ideas for the brothel and conditions of employment.

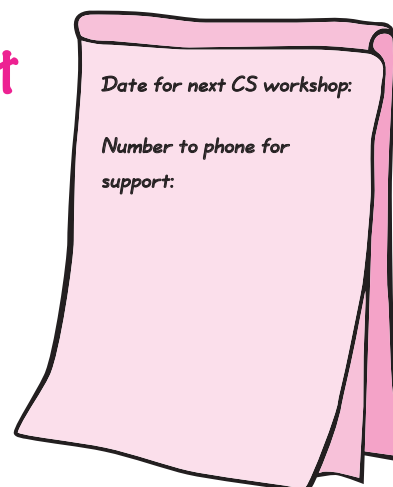
Presentations while all together: Someone from each group then presents their group's brothel and conditions of employment to everyone.

Wrap up the topic all together: When all the groups have presented, try to notice and comment on one or two themes common to all the groups' presentations. For example, it seems that for all the groups it was important that sex workers had a place to relax without clients being around. Or perhaps all the groups insisted that there be security both inside and outside the brothel. Point out that in designing the brothel and conditions of employment we have got in touch with our dream for our future work environment as sex workers. Safe clean places of employment with proper rest and fair treatment. This is something that can become possible with decriminalisation.

“Safe clean places of employment with proper rest and fair treatment.”

Closing

All together: Ask the group if there are topics they would like to have dealt with at Creative Space workshops. Ask if there is anything else that needs to be raised. Make it clear what support is available and how to get it. Talk about when the next meeting is and how to get lunch.



Press clipping February 4 2014

Sex workers in Durban are shown singing and dancing their way to the City Hall. The march is part of International Sex Worker Rights month. Similar marches were held yesterday in Cape Town, Polokwane and Johannesburg. Sex workers took to the streets to campaign for the decriminalisation of prostitution. The women said police often harass and demand bribes from them. One said she had been raped by a police officer. Another of their grievances was the abuse they suffer at the hands of some of their clients, which they cannot report to law enforcement fear of getting arrested themselves or getting further victimised by the police. They believe decriminalisation of prostitution will go a long way towards ensuring their safety and their earnings.

Reflect after the workshop

Use your experience facilitating this workshop to learn by answering the questions. Find more help for this activity on page 11.

What worked in this workshop?

What didn't work in this workshop?

What will I do differently next time?

Workshop: Dealing with the police

Outcomes

- Know what our rights are

Extra materials or inputs

If possible, copies of the SWEAT/Sisonke pocket material with multiple pages to tear off and give to the police.

Welcome

All together: Start the workshop with welcome, introductions, announcements, ground rules and referrals. Introduce the theme for the day which is dealing with the police.

Icebreaker: Pass the Dance

Instruct participants to stand in a circle so that everyone can see everyone else. The starting participant does a short movement, such as a stomp or a twirl. The next person does the same move, and adds their own move. The following person does the previous two moves and then adds their own move, and so on. Once you have four or five moves, start a new dance.

Topic: Our rights when dealing with the police

All together: Ask the whole group what rights are.

Input on rights: The Constitution has a whole list of rights that we each of us have as people living in South Africa. The Constitution says that these rights must be respected, protected, promoted and fulfilled. In South Africa, our Constitution is the highest law in the land. This means that any action by anyone (including the police) that goes against the rights in the Constitution is not allowed.

Materials needed:

- flip chart
- kokis
- if possible, copies of the SWEAT/Sisonke Police Cards

CS Topic: Dealing with the police

Date:

What is a right?

- Something that all people living in the country have
- Something protected by the law
- If the police or clients go against your rights, you can use the law to fight them

CS Topic: Dealing with the police

Date:

Some of our rights written in the Constitution

- Equality
- Dignity
- Freedom and security of the person
- Privacy

Input on some of the rights that we have as people: These are some of the rights written in the Constitution and given to us as people living in South Africa: The right to equality, the right to dignity, the right to freedom and security of the person and the right to privacy. Use the information box to talk with the group about what these rights mean for sex workers and the police.

CS Topic: Dealing with the police

Date:

What we can say to the police

- If you don't arrest me, you have to let me go.
- If you do arrest me you must tell me why.
- I have a right to silence.
- I have a right to talk to my legal advisor before I say anything to you.
- I have a right to be treated with respect by you. You have no right to be violent to me.
- You do not have permission to search me.

Input on the rights we have and what we can say when the police want to arrest us: Go through each of the statements on the flip chart paper. Ask for comments and questions after each one.

Introduce the group exercise: In groups, participants will develop 3 scenes of what happens with sex workers and the police: “Two of you are going to be the police. Two of you are going to be the sex workers. One of you will tell the story. Make sure your story has a clear beginning, a clear middle and a clear end.”

In groups preparing the story: Spend time with each group. Help the groups to develop clear beginning, middle and end to their dramas.

Presentations while all together: After each group has presented their story, ask the bigger group where the sex worker could have spoken up about her rights. What could she say? Use the flip chart paper to help you.

- ▶ Am I under arrest? If you are not going to arrest me, you have to let me go.
- ▶ If I am under arrest, you have to tell me why and explain my rights to me.
- ▶ I don't have to answer any questions until I see your police badge.
- ▶ If I see your police badge, all I have to tell you is my name and address.
- ▶ I have a right to silence.
- ▶ I have a right to talk to my legal advisor before I say anything to you.
- ▶ I have a right to be treated with respect by you and all other officers. You have no right to be violent toward me.
- ▶ You do not have permission to search me.

Input on what you can do if the police treat you badly:

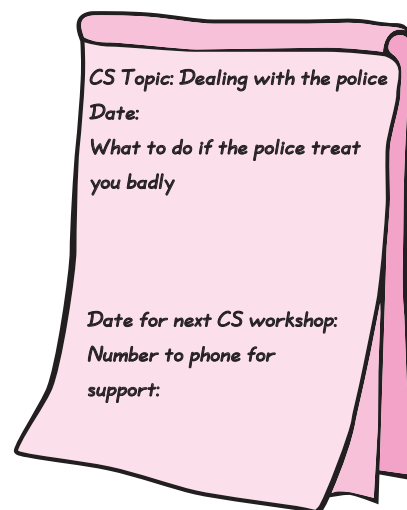
Let the group know what they can do if the police violate their rights, using the flip chart to help you.

Wrap up the topic all together:

Each participant will now practice saying one of the statements. Talk about speaking loudly and clearly and standing with a straight spine and square shoulders will help get the message across. Now go around the circle, ask each of the participants to choose the statement they think they will find most useful and to say it as clearly and firmly as possible.

Closing

All together: Ask the group if there are topics they would like to have dealt with at Creative Space workshops. Ask if there is anything else that needs to be raised. Make it clear what support is available and how to get it. Talk about when the next meeting is and how to get lunch.



Some of our rights in Chapter 2 of the constitution

Right to equality

All persons are equal before the law and have equal benefit and protection of the law. E.g.: When sex workers / transgender persons are approached by police officers they should be treated as any other citizen. Sex workers should also have equal protection of the law i.e., if they are abused, they should be able to speak to the Station Commander immediately or lay charges.

Right to human dignity

Everyone has inherent dignity and the right to have their dignity respected and protected. E.g.: Police officers should not insult sex workers / transgender persons and/or take away their self – respect with words or actions.

Right to freedom and security of the person

Everyone has the right to be free and not to be tortured or treated in a cruel, inhuman or degrading way. What is torture: intentional infliction of pain – assaults, sexual assaults, etc. What is cruel, inhuman and degrading treatment – when you treat someone in a specific way in order to punish them. The punishment causes severe harm. E.g.: Police officers should treat all sex workers/transgender persons with respect, they should not be arrested without just cause. And when they are in custody they should not be tortured. Police officers should not punish them by withholding food, water and/or medical attention.

Right to Privacy

Everyone has the right to privacy. E.g.: Sex Workers/transgender persons' HIV status should be confidential, especially when they mention that they need medication if they are detained over the weekend.

Arrested, detained or accused persons in Section 35 of the Constitution

Everyone who is detained including convicted prisoners have the right to conditions of detention which are consistent with the right to human dignity.

Section 35: "Everyone who is arrested for allegedly committing an offence has the rights:

- To remain silent
- To be informed promptly of the right to remain silent; and the consequences of not remaining silent.
- Not to be compelled to make a confession or admission that could be used as evidence.
- To be brought before a court within 48 hours....to be released from detention if the interests of justice permit"

Section 35 on arresting and detaining people

Arrest

- When you arrest someone, they must be informed that they are under arrest, and for the reason for the arrest. They must also be informed that they have the right to remain silent and the consequences of not remaining silent.
- When you arrest someone they must appear in court within 48 hours. They must also be released on bail, either police or court bail, if the interests of justice permit.

Detention

- When you detain someone they must be informed of the reason for the detention. They must be allowed to choose and consult with a legal practitioner. They have a right to a legal practitioner at state expense. They may challenge the lawfulness of the detention. When you detain someone they have a right to be visited by spouse, partner, next of kin, doctor, priest etc.
- When you detain someone the conditions of detention must be consistent with human dignity, adequate accommodation, nutrition, reading material and medication.

More ways the Constitution protects us

- ▶ Freedom of association
Section 18 states “Everyone has the right to freedom of association”
- ▶ Freedom of trade, occupation and profession
Section 22 enshrines freedom of trade occupation and profession. This set of rights is unique among human rights instruments.
The Section states “Every citizen has the right to choose their trade, occupation or profession freely. The practice of a trade, occupation or profession may be regulated by law”.
- ▶ Health care, food, water and social security
Section 27 sets out a number of rights with regard to health, including right to access to health care, including reproductive rights. Section 27 also enshrines the right to social security, the right to food, and the right to water. Section 27 also states that “No one may be refused emergency medical treatment.”

CASE STUDY RIGHTS: CATHY

▶ Cathy is walking home from the bar to her friend’s house at 1h30 in the morning. She is a transgender female sex worker who often works in the Wynberg area.

A police van with 2 male officers see her walking in the road. They stop the car next to where she was walking. The driver tells her to get into the police van. She asks the officer, why she should get into the van. The officer tells her to “shut up, stop asking him questions, and get in”. She tells him that what he is doing is unfair, and he grabs her by the arm, and tries to get her into the van. Cathy struggles with him, because she wants to know what she did wrong, and then he punches her and pushes her into the van. During the struggle her top gets torn. The police officers drives around with her for about 30 – 60 minutes looking for other sex workers. They arrest 5 other women. Cathy and the other women are talking loudly in the van, because they are upset that they were just rounded up. The driver stops the car, gets out and pepper sprays into the back of the van.

When they get to the police station, Cathy is called aside. The police officers mock the way she is dressed, one police officer says, “why are you wearing a skirt? where is your piel?”. Cathy feels embarrassed and does not know what to say. A police officer hands her a notice of rights and he tells her to sign it. He does not explain it to her and she is very confused about what she signed. She asks them to make a phone call to call her friend to bring her ARV’s because it is Thursday night and she is worried about when she will be released. The police officer says that she cannot make cell phone calls and sends her to the cell.

Cathy is placed in a dirty cell. The toilet is dirty and has faeces in it. The toilet does not work. The cell, blankets and mattress are all wet. She wants to go home and asks to speak to the station commander to be released on police bail. She gave the arresting officer her permanent address, and explained that she will come to court. They did a background check and she has no previous convictions or pending warrants. The police officers tells her that there is no one on duty to assist her and she must not ask them any more questions.

While she is detained, she hears the police officers making jokes about the way she is dressed, and the officer she spoke to about her ARV’s tells the others. She is embarrassed. While she is detained, she does not know what the reason for her detention is. The Friday morning, another officer comes to get her, and they take her to a room where they take pictures of her. She is detained until Monday morning, and only received food and water on Saturday and Sunday. Monday morning, the police officers released her from detention and she is not taken to court.

Reflect after the workshop

Use your experience facilitating this workshop to learn by answering the questions. Find more help for this activity on page 11.

What worked in this workshop?

What didn't work in this workshop?

What will I do differently next time?

Workshop: What to do when raped

Outcomes

- Understand the legal terms “consent”, “penetration”, and “coercion”
- Know what medical help is available and your rights around this
- Find out more about getting emotional support

Extra materials or input needed

Try to find someone to give input on rape and the outcomes listed above or follow this workshop. Flip chart, koki, different coloured sweets or papers to divide participants into small groups. Possible hand-outs: Emergency contact list

Welcome

All together: Start the workshop with welcome, introductions, announcements, ground rules and referrals. When dealing with very sensitive matters that are likely to have directly affected participants, it's important to go through the ground rules for the workshop carefully with the group and to gain commitment to keeping those ground rules before going into the content of the workshop. Introduce the theme for the day which is what to do if you've been raped.

Icebreaker: Magic Box

Ask participants to stand and form a circle. (In large groups, have two or more circles). Explain that we are going to use our imaginations together so that each of us can give a gift to the rest of the group. Today's workshop may be difficult for many in the room, so taking a gift can remind us that people can help one another and not just hurt.

Get them to look up into the sky above the roof of the building to see the magic box descending. This box is a treasure chest filled with gifts of every kind. As the box gently drifts down into the room we lift our hands up to take hold of it and now it becomes heavier, more substantial and we have to use our strength a little to lower it onto the ground. The facilitator then shows the group which side the lid is fastened and everyone has to turn the lid to open the box. Now one by one each member of the group gets a chance to climb into the box and hunt around for the perfect gift. This gift could be an object like a diamond or an apple, it could be something abstract like a peaceful sleep, or a beautiful moment. When a participant has found the gift he or she, steps out of the box and gives the gift to everyone in the circle. A facilitator can start the process, saying “I'm giving everyone courage to face the day” or “I am giving everyone an ice cream for energy” etc. At the end when everyone has had a turn, close the box up and lift it up into the air again and see it float back where it came from.

Topic: What to do when raped

If possible, divide group into male and female before moving into the material.

Input on what the legal definition of rape is: This information is taken from the *You and Rape Booklet* provided by Rape Crisis Trust: Cape Town (2010). The Sexual Offences Act was enacted in Dec 2007. The definition of rape that is used by our legal system now is: *Any person, who unlawfully and intentionally commits an act of sexual penetration with a complainant (survivor), without the consent of the complainant, is guilty of the offence of rape.*

This means that the rapist has to prove that there was consent, or that no penetration took place to be found not guilty. To unpack this legal definition and put it in language that is easier to understand, we need to explain how the law views “consent” and how it defines “penetration”.

Materials needed:

- flip chart
- lots of kokis for group work
- coloured sweets
- hand outs

Pass around a roll of toilet paper and ask participants to tear off one or two squares. Then ask the participants to present a fact they KNOW about what it means to consent. Next go around and ask for participants to present a fact that they know about what acts of penetration are legally seen as rape for each square of paper they have torn off.

Ensure the following is covered

Consent: According to the law, there is no consent if

- a. you are forced by violence or the threat of violence to yourself, to a loved one, or to your property.
- b. you are drunk, drugged, asleep, or unconscious. So if you've been out drinking heavily or taking drugs, you are not able to consent to sex.
- c. you are younger than 12 years old or have a mental disability.
- d. you are forced into consent by your boss/pimp or by a police officer, when you think that not having sex will affect your position at work or will result in your arrest.
- e. you've been deceived by someone or by a professional or someone in authority that you need to submit to a sexual act for your physical, emotional, or spiritual health.

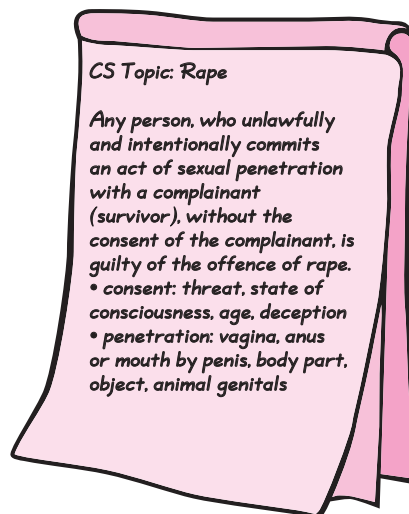
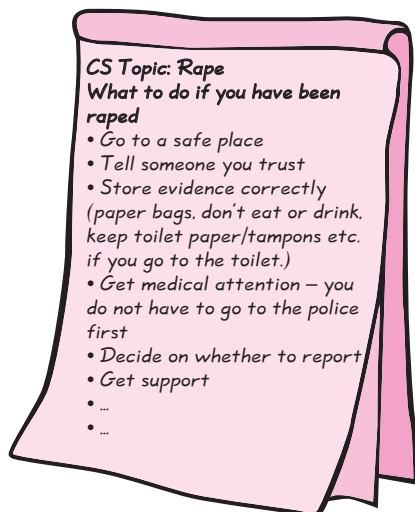
Penetration: According to the law, this could be one of three things, any act which causes penetration to any extent by

- a. the genital organs of one person into or beyond the vagina, anus, or mouth of another person;
- b. any other part of the body of one person or, any object, including any part of the body of an animal, into or beyond the vagina or anus of another person; or
- c. the genital organs of an animal, into or beyond the mouth of another person.

Input on other sexual crimes:

- ▶ **Statutory rape:** Occurs when someone penetrates a child between the ages of 12 and 16 whether or not they consent (if both people involved in this are below the age of 16 there may be a decision not to prosecute)
- ▶ **Compelled rape:** When someone forces a third person to rape another (compelled sexual assault, or compelled self-sexual assault are also crimes)
- ▶ **Sexual assault:** Sexual acts that don't fit into the definition of rape or the threat of sexual acts that occur without the survivor's consent.

All together set up the group work exercise:
Each group to discuss and make a list of things they can do if they get raped.



In groups:

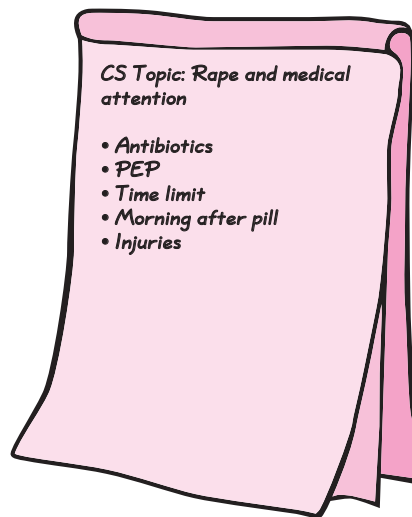
Encourage participants to think about safety, medical needs, legal options, and psychological support.

Feedback while all together:

Ask groups to call out things that they came up with. Write these up on the flip chart.

Input on medical: The main reasons for getting medical attention after a rape are:

- **Infection** – you need treatment that will prevent STIs and the transmission of HIV. You need to receive HIV prevention medication as soon as possible after a rape – within 6 hours is preferable, but the maximum delay is 72 hours (3 days) after which preventative medicine will not work.
- **Injuries** - because rape is a violent act, injuries often occur- even though you may not be hurt externally, or visibly, you may well be injured inside. Also, the way you've been treated may have caused back pain, and you may also have cuts, bruises, and so on.
- **Possible pregnancy** - you are entitled to receive treatment to prevent pregnancy, again there is a time limit on how early you get this treatment, preferably within 24 hours.
- **Effects of drugs given** - tablets such as Viagra are used increasingly with male rape. These tablets cause you to have an erection. Be aware of serious side effects. An erection that is painful and/or lasts more than 4 hours needs immediate medical attention. Another rare but serious side effect, which may be caused by taking Viagra, is a sudden loss of vision. Call your doctor immediately or go to the emergency room for evaluation.
- **Evidence** – if you lay a charge, the doctor's report is vital to your case. Even if you are unsure of whether you want to lay a charge, you can use this opportunity to gather physical evidence that can be used if you decide to lay a charge later.

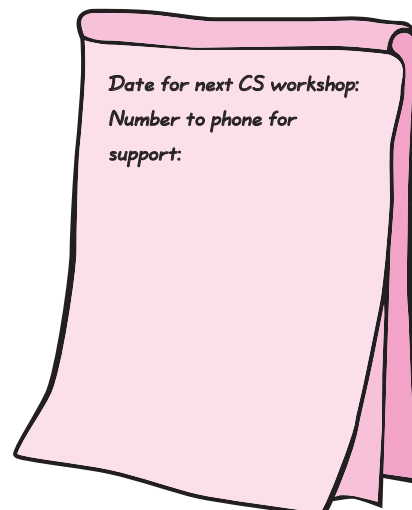


Support:

- Volunteer counsellors at police stations (not usually trained)
- NGOs specialising in support for survivors of trauma (Rape Crisis, Life Line, FAMSA, etc.)
- SWEAT: will provide list of places to go for support (Toll-free Helpline: 0800 60 60 60/Please call me: 071 357 7632)
- Friends/relations that you trust

Closing

All together: Ask the group if there are topics they would like to have dealt with at Creative Space workshops. Ask if there is anything else that needs to be raised. Make it clear what support is available and how to get it. Talk about when the next meeting is and how to get lunch.



Reflect after the workshop

Use your experience facilitating this workshop to learn by answering the questions. Find more help for this activity on page 11.

What worked in this workshop?

What didn't work in this workshop?

What will I do differently next time?

CASE STUDY : THEMBAKAZI

▶ My name is Thembakazi. I was born on December 6th 1960, at Baragwanath Hospital in Johannesburg. I am the mother of five girls and grandmother of four grandchildren. I have been separated from my husband for fifteen years. He left when my youngest child was just 3½ years old. She is eighteen years old now. I am very proud of that... to raise my children without their father. I moved to Cape Town in 1999 because of problems arising from this abusive man of mine. By that time I was already a sex worker because of poverty, and the need to take care of my children.

One night in 2010 the road was very quiet, I had no money and the police started to chase us. I asked them for a lift to go home, because they sometimes give us one if we ask them to. They agreed to take me home. There were two policemen in the van, plus the driver.

The driver said he would go to drop one of the other two off at the Bellville Police Station; that's what happened. Then we drove to Tygerburg Hospital. I asked him: "Where are we going now?" He responded "Don't worry". I kept my mouth shut.

We drove to the Mortuary at the Hospital. I asked him again "Where are we going now?". He answered "Don't worry. These people in here are just sleeping". We got out of the van and walked into the Mortuary. He came towards me carrying some beers. He offered me one. I told him that I wasn't drinking. He held me and said "Don't worry". I was so scared. I just held my breath. I didn't know what he wanted me to do.

He opened the shelf of the dead people and said: "Don't be so scared, these people are sleeping". From there we went to the reception area. He took his gun out and put it on the desk. He started kissing me all over, like my lover, taking my trousers off and getting his own condom out. He put it on and sex me till he get enough. Then he took the condom off and gave me some toilet paper to clean myself. He said: "We can go home now".

He went to the van, and I followed him and got in. He was very happy, and he told me that he would see me again. He took me home. My heart felt broken. I went in and told my daughter the story. She said "Everything will be OK one day".

The following day I came to SWEAT and told them what happened. They took me to the day hospital and counselled me. They were always there for me from that time. They are the ones who did make me strong.

That is my sad story. I was doing that work for my children.

Business

Workshop: Our office and work areas

Outcomes

- Share what we keep on us – our sex worker “toolkit”
- Share information about a particular area where we work
- Know where things are happening that affect sex workers
- Know where there are hazards and dangers
- Know what organisations, structures and support are available

Extra materials needed

Have a ball – a plastic soccer ball will work well.
Prepare a map of the area where the workshop is happening. Maybe use Google maps to help you.
List of community resources available.

Welcome

All together: Start the workshop with welcome, announcements, and referrals. Introduce the theme for the day which is our office and work area. Participants should introduce themselves and say where they work. Note the different areas as participants will break up into groups according to the areas they are working later.

Icebreaker: I went to work and I packed in my bag a

All together: Start with holding a ball. Explain that the ball will be thrown from person to person. Each person who receives the ball will say something that they packed in their bag for going to work. Participants are allowed to be silly! The facilitator starts by saying “I went to work, and I packed in my bag a.....banana!” Then she throws the ball to the next participant. The next participant says “I went to work and I packed in my bag a.....” And so on until each participant has received the ball and added something.

Topic: Our office and work areas

All together on the things we need: Tell the participants that when we go to work we must carry our tools. Or we can think of ourselves and the street where we work as our office and what we carry with us as the the kinds of “stationery” we need. Invite the group to come up with all the kinds of things, tools, or stationery needed for their work on the street e.g. make up, condoms, bubble gum, wet wipes etc. Ask the group how we can support each other by always being willing to offer each other condoms when needed.

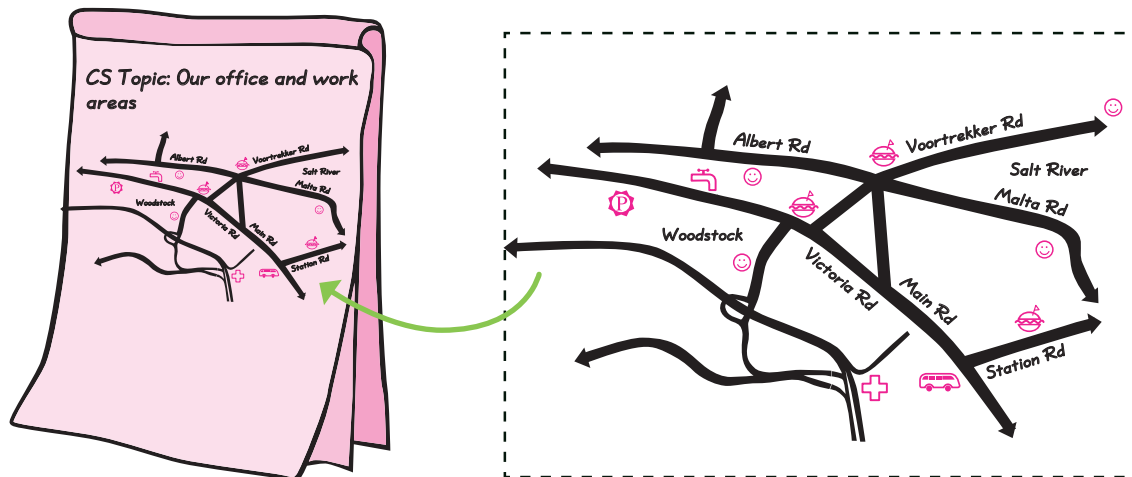
All together on the security we need: Next ask the group what kind of security we need for our office. E.g. Pepper spray, cell phone, work with another sex worker. Ask participants to come up with the way they work with another sex worker or maybe someone has a story of how a partnership has worked in a tricky situation.

Materials needed:

- flip chart
- lots of kokis for group work
- a ball
- a map



All together talk about the map: Ask the group to help you put the place where the workshop is happening on the map. If we had to place things on the map outside the premises we are on. Ask them where the closest place to get food is? Where can they get water? Where would they have to go for medical help? Is there a dangerous place that can be marked on this map? Where is the police station? Where is the transport? What other places are good to know for sex workers? Make sure you add these to the list you will use for the groups to refer to. Thank the group for their ideas.



All together introduce the group work exercise: Identify the different areas sex workers in the big group use for their work. Organise them into smaller groups according to these areas. Each group will draw a map of the area they are working in. On the map they should mark places that are relevant to sex workers:

CS Topic: Our office and work areas
Date:
Places to mark on your map:
(make each bullet a hand drawn symbol that indicates the different places)

- ☺ Place to find clients (each participant could mark their name on the map)
- 🍴 Place you can buy food
- 🚰 Place to get water
- 🚌 Transport available here
- 🏠 Condoms available here
- ☠️ Dangerous place
- 🏥 Medical help
- 🧼 Place where you can wash
- 🧣 Place to get warm
- 💉 Place to find drugs
- 🍷 Taverns, clubs etc.
- 🚓 Police station

In groups: Spend time with each group. Encourage them to put more detail on their maps. Make sure each person present marks their place to find clients. Even if they are off the map write their name and put an arrow in the direction we would find them.

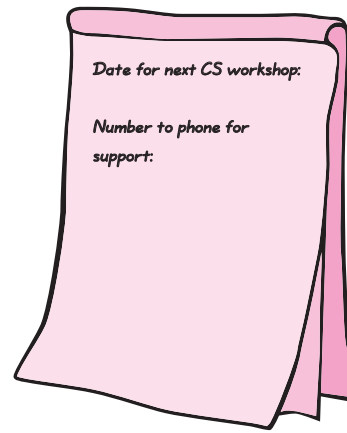
Presentations while all together: Someone from each group then presents their group's map.

Wrap up the topic all together: When all the groups have presented, try to find one or two things to pick out about the groups presentations or ask the group some questions about this. For example, what do we notice about the areas where we work? What sort of distances to we travel to get to work? How does the closeness or farness of the police station affect our work?

Be very clear about what resources are available for sex workers in their area for example, legal advice, counselling, drug rehabs and training centres.

Closing

All together: Ask the group if there are topics they would like to have dealt with at Creative Space workshops. Ask if there is anything else that needs to be raised. Make it clear what support is available and how to get it. Talk about when the next meeting is and how to get lunch.



CASE STUDY: SEX WORKERS HAVE LABOUR RIGHTS

► Kylie is a sex worker who was employed full-time at a massage parlour in Cape Town. She provided personal services to clients for reward, including “massage, intercourse, pelvic massage, foot fetishes, and dominance”. She worked for 14 hours a day from 8 am to 10 pm, initially seven days a week. Like all employees there she was subject to a system of rules and fines – R100 for missing work without permission, R50 if she went to the shop for more than fifteen minutes, R30 for leaving the bath dirty, R50 for arguing in front of clients or sleeping while on duty. She lived and worked on the parlour premises.

In 2006, after working there for 13 years Kylie was summarily dismissed from her employment for breaking brothel rules – over booking numbers, trying to choose who her clients were and what she did with them, not working enough at weekends. In May 2006, Kylie took the dispute to the CCMA for conciliation, alleging that she had been unfairly dismissed. The CCMA rules that it did not have jurisdiction in the matter because the work that Kylie had been employed to do, was illegal. In January 2007, Kylie launched an application in the Labour Court of South Africa for the ruling to be set aside under the Labour Relations Act, arguing that although some of the work that she was employed to do was illegal under the Sexual Offences Act, it is work which is widely tolerated in our society and is no longer condemned as other crimes usually are; criminalization increases vulnerability to employer exploitation; and the constitutional right to fair labour practices is afforded to everyone.

After the Labour Court reserved judgement, Kylie appealed to the Labour Appeal Court. On the 28 May 2010, they announced a judgement in her favour, accepting that when faced with a situation like Kylie’s, the starting point should be the Constitution, and that the illegal activity of a sex worker does not prevent her from enjoying a range of Constitutional rights. Thus, the right to fair labour practices applies to sex workers in an employment relationship. This means that sex workers can now approach the relevant CCMA or Bargaining Council or the Labour Court, if their working conditions are unfair.

Reflect after the workshop

Use your experience facilitating this workshop to learn by answering the questions. Find more help for this activity on page 11.

What worked in this workshop?

What didn't work in this workshop?

What will I do differently next time?

Workshop: Having more money

Outcomes

- Know how to calculate income and expenses
- Share information about pricing
- Share experiences on what can increase our rates
- Tips for opening a bank account

Extra materials or input needed

Try to get someone to input on managing your money.

Case study on just surviving: Try to find a sex worker to prepare to tell the rest of the group how it goes with their money. Otherwise use the case study provided. It is important that the case study is realistic, that costs and expenses are relevant to the area so that the sex workers present can identify themselves in the case study.

Flip chart paper and lots of kokis for group work.

Welcome

All together: Start the workshop with welcome, introductions, announcements, ground rules and referrals. Introduce the theme for the day which is having more money

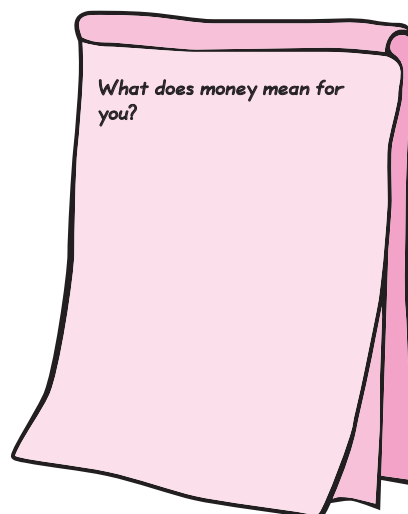
Icebreaker: Numbers

Get participants to stand. Have them count from 1. Every time the number five or a multiple of five is reached (i.e. 10, 15, 20, 25, 30, 35), that person claps instead of saying the number. Every time the number seven or a multiple of seven is reached (i.e. 14, 21, 28, 35), that person turns around once instead of saying the number. If someone makes a mistake, they drop out of the circle and the next person goes back to 1 again.

Topic: Managing your money

All together: Ask the whole group what does money mean for you?

Take ideas from the group one at a time and write down each person's response on the flip chart paper. Thank the group for their ideas. Using the flip chart paper to guide you, summarise what money means for the group.



Materials needed:
• flip chart
• lots of kokis

Presentation and discussion around case study:

Cindy earns R500 a week and she spends R550 per week. She has to endure bad treatment from another sex worker because she owes her R50.

The point of the story is to show how if we spend all the money we make on just surviving so we can make just enough money to just survive. This means we never get to make a choice about our lives. **If we want to be able to make choices in our lives, we need to do something differently with our money.**

| CS Topic: Getting more money | |
|-----------------------------------|------------------------------------|
| <i>Cindy's income for a week</i> | <i>Cindy's expenses for a week</i> |
| <i>Wednesday</i> | <i>Wednesday</i> |
| <i>Payment from client 1: R70</i> | <i>Taxi: R10</i> |
| <i>Payment from client 2: R70</i> | <i>Hot cross buns: R20</i> |
| WEDNESDAY INCOME TOTAL | <i>Toilet paper: R5</i> |
| <i>x 7 for weekly income</i> | <i>Cigarettes: R35</i> |
| <i>x 4 for monthly income</i> | <i>Boyfriend beer money R8</i> |
| TOTAL for monthly income | <i>x 7 for weekly expenses</i> |
| | <i>x 4 for monthly expenses</i> |
| | TOTAL for monthly expenses |

The first step is to make a list like Cindy so we know how much we get in (our income) and how much goes out (our expenses).

So where can Cindy cut back on her expenses? Tell her boyfriend he must get his own money for beer. Maybe smoke a little less. She could save up to R70 per week.

What can she do with this money instead? This money should go into a bank.

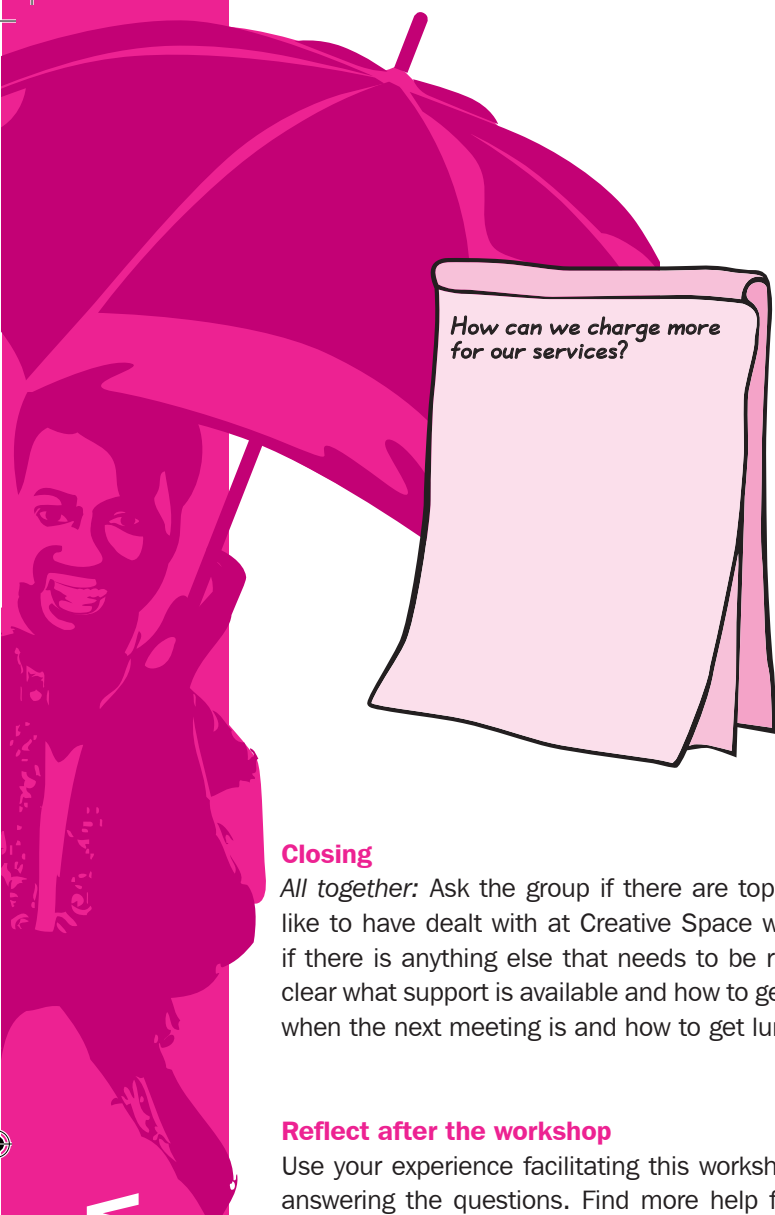
Input on opening a bank account: One of the ways to keep our money safe is to open a bank account. There are lots of banks to choose from. Choose one most easy for you. Capitec is a good bank because as well as the ATM, you can draw cash from any Pick n Pay, Shoprite, Checkers or Boxer. To open a bank account you need your ID and proof of South African residential address. What can be proof of address is a letter from your cell phone provider or maybe if you have an account at Edgars or another store and they sent you a letter, or any letter you have got in the last 3 months with your name and your complete residential address typed on it.

All together introduce group work on pricing: Each group will come up with a list of the kinds of sex for sale. Spend time creating a long list. Next, they will put a top rate and a bottom rate for each kind of sex.

| CS Group No: | | | |
|-----------------|----------|------------|-------------|
| Date: | | | |
| Sexual services | Top rate | Usual rate | Bottom rate |
| - Blow job | R500 | R100 | R20 |

| CS Group No: | | | |
|-----------------|----------|------------|-------------|
| Date: | | | |
| Sexual services | Top rate | Usual rate | Bottom rate |
| - Blow job | R500 | R100 | R20 |

In groups: Spend time with each group. Ask questions to encourage the group to think of even more variations of sexual services that might result in a different rate.



How can we charge more for our services?

Presentations while all together: Someone from each group then presents their group's sexual services. Ask the group:

- ▶ What does the rate depend on?
- ▶ How we can go about charging more for our services?
- ▶ What can we say to clients to charge more for our services?

Capture responses on the flip chart.

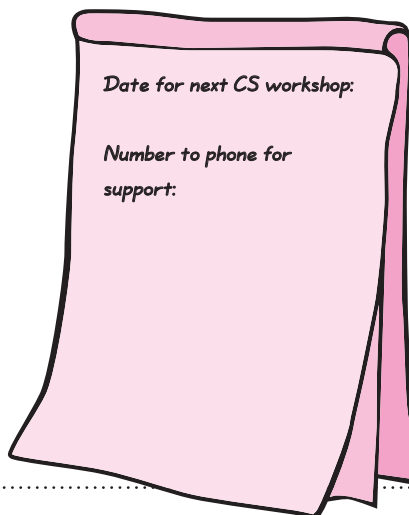
Wrap up the topic: Since money is so important to us, we need to keep our money safe, know how much we make every month, and manage our money so we can use it to make choices that work for us, to get the things we want and to meet the responsibilities we have.

Closing

All together: Ask the group if there are topics they would like to have dealt with at Creative Space workshops. Ask if there is anything else that needs to be raised. Make it clear what support is available and how to get it. Talk about when the next meeting is and how to get lunch.

Reflect after the workshop

Use your experience facilitating this workshop to learn by answering the questions. Find more help for this activity on page 11.



Date for next CS workshop:

Number to phone for support:

What worked in this workshop?

What didn't work in this workshop?

What will I do differently next time?

Workshop: Dreams and first step

Outcomes

- Know what we want for the future
- Know the first steps to get to their goals

Special considerations, extra materials or input needed

- A box of old magazines, lots of scissors and glue sticks
- A3 size cardboard or flip chart paper cut in half
- Participants will need a table to work on

For individual dream boards you will need a smaller group of no more than 10. If you have a larger group you could adapt the workshop for groups to create a dream for sex workers rather than themselves as individuals.

Welcome

All together: Start the workshop with welcome, introductions, announcements, ground rules and referrals. Introduce the theme for the day which is our dream of the future and how to get there.

Icebreaker: Simon says....

You will be the leader also known as Simon. You as “Simon” will then command and act all sorts of different things to be done, the funnier the better, which must be obeyed only when the order begins with “Simon says”. For instance, “Simon says: ‘Thumbs up!’ you put your thumbs up and, of course, all the participants must obey. Here are other things Simon can say:

Simons says “Put your hands on your head”.

Simon says “Touch your toes”.

Simon says “Turn around”.

Then perhaps comes: “Thumbs down!” which should not be obeyed, because the command did not begin with “Simon says”. When someone follows a command that does not begin with “Simon says”, he or she is out of the game. Repeat these instructions with different commands and actions until only one person is left.

Topic: Dreams and first step

All together input on dreams and kinds of dreams:

The first step to getting what we want in our lives is being clear about what this is. This also means having a clear picture of what this is. We can have dreams about many things. Go through each item on the list and invite participants to get in touch with what their dreams are in each area while you are talking.

**“See it, believe it,
achieve it”**

Materials needed:

- kokis
- magazines
- scissors
- glue stick
- flip chart paper

CS Topic: Dreams and first step

Date:

What are our dreams?

Food - what kinds of food do we want to eat?

Body - how do we want to look, how are our bodies, how are our clothes?

Work - what kinds of clients do I dream of, what other work do we dream of?

Money - how much money do we want to make?

Family - how are things with our kids and our families?

Romance/relationships - do we want a partner - who is our dream partner?

Learning new things - what do we want to learn? What do we want to teach?

Fun and rest - what will we do for fun, how do we get good rest?

All together introduce the activity: A dream board is a collection of pictures of things we want in our lives. A dream board takes our goals and dreams out of our heads and turns them into something we can actually see. “See it, believe it, achieve it” is a common catch-phrase in goal-setting.

Participants work in groups or on their own: Now the fun begins... Page through the magazines. Pull out or cut out photos and pictures that resonate. Don't worry about arranging things or cutting them out nicely. Just pull things out that FEEL GOOD.

Start arranging the images and quotes on our dream boards. Once we've arranged it, use a glue-stick to make it permanent and use coloured markers to draw or write in more quotes.

Wrap up the dream board activity all together: Consider asking participants to come up and present their dreams boards. If possible, dream boards should be stuck up in a place where we will see them often.

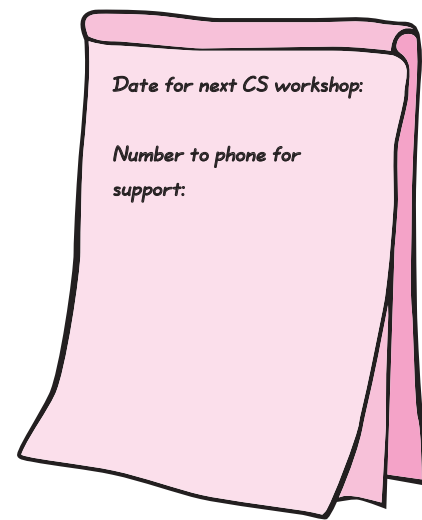
Each participant names the first step: Now ask each participant to identify the very first step that will lead to one of their dreams being fulfilled. Each participant should share this first step out loud to the rest of the group.

Closing

All together: Ask the group if there are topics they would like to have dealt with at Creative Space workshops. Ask if there is anything else that needs to be raised. Make it clear what support is available and how to get it. Talk about when the next meeting is and how to get lunch.

Reflect after the workshop

Use your experience facilitating this workshop to learn by answering the questions. Find more help for this activity on page 11.



What worked in this workshop?

What didn't work in this workshop?

What will I do differently next time?

Workshop: How to sell our services

Outcomes

- Brainstorm our clients' needs
- Define our services
- Share and model how to sell and negotiate around our services

Extra materials or inputs

Consider finding someone who is good at selling to give a short input.

Welcome

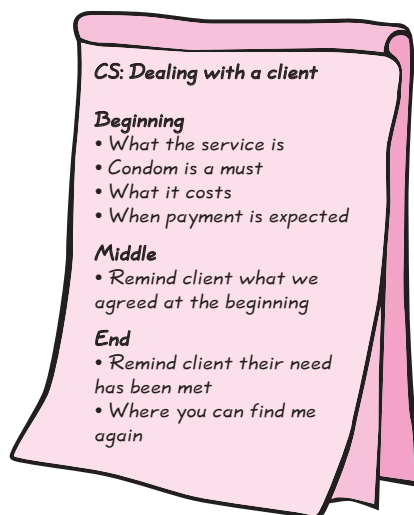
All together: Start the workshop with welcome, announcements, introductions, and referrals. Introduce the topic for the day which is selling our services

Icebreaker: Broken Telephone

Ask participants to sit or stand in a circle. Whisper any statement in the ear of a participant next to you. (For example: The rabbit fell down the hole into a different world.) Each participant passes on the statement by whispering into their neighbour's ear. Tell the participants to repeat what they hear as accurately as possible. The last person then tells the group what they have heard. Usually the real statement has been lost along the way. Read out the original statement and ask the participants to comment. Participants usually agree that they added in what they thought the statement meant or they thought they heard. Some may change the statement because they thought it didn't make sense and wanted to give it meaning. The statement could end up much shorter or even longer than the initial one. Point out, that when we are negotiating with our clients we may need to repeat agreements about money and services as they may not be clearly heard at first.

Topic: Selling our services

All together: As sex workers we are providing a service that fulfils a need. What needs do our clients have when they come to us? Try to get as many ideas as possible from the group and write them on the flip chart paper.



Introduce the group work on preparing role plays: Divide participants into groups. Each group needs to prepare a role play in three parts, i.e. the beginning, the middle and the end. The idea is to script what they would say at each stage of working with the client i.e. meeting on the street or at club or tavern, negotiating money and condoms, performing the service, closing and finishing off the service.

All together groups present their role plays: After each role play has been presented, highlight key matters that need to be dealt with at each stage of interaction with a client and write these on the flip chart paper.

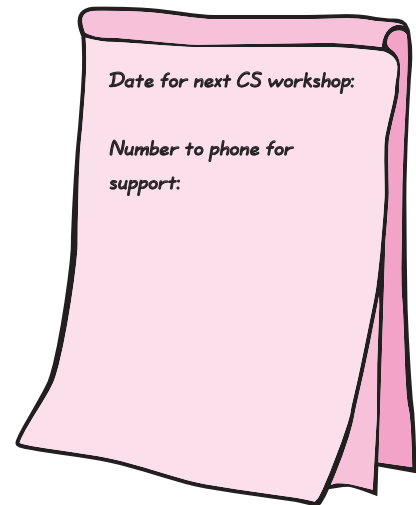
Materials needed:

- flip chart
- kokis

All together wrap up the topic: In wrapping up the topic, highlight key points the group have made around dealing with clients and selling their services. You may want to input on or introduce some of the selling basics in the information box.

Closing

All together: Ask the group if there are topics they would like to have dealt with at Creative Space workshops. Ask if there is anything else that needs to be raised. Make it clear what support is available and how to get it. Talk about when the next meeting is and how to get lunch.



Know the selling basics

Set sales targets

To survive you need to sell a certain number of services a month to pay for your living expenses and savings. It is a good idea to have these costs set out in a monthly budget. Work out how many services you need to sell in order to cover these costs. This is your sales target.

Make it easy for the customer to buy

The most effective selling technique is “making it easy for the customer to buy”. Whether your customer is in a car trying to find you on the street, or in a tavern looking for your services, think through each step and how it could be made easier for your customer to buy your services.

Sell the benefit, not the service

People might buy a physical service, but what they are really buying is what the service will do for them. In essence, they are buying the good feelings they associate with getting the service. Don't sell the product. Sell what the product will do for the person buying the service.

Reflect after the workshop

Use your experience facilitating this workshop to learn by answering the questions. Find more help for this activity on page 11.

What worked in this workshop?

What didn't work in this workshop?

What will I do differently next time?

Health

Workshop: Sexual health

▶ Outcomes

- Understand the importance of regular check-ups
- Identify symptoms and treatments of STIs
- Share information about prevention and treatment of STIs

▶ Extra materials or input needed

Flip chart, koki, different coloured sweets or papers to divide participants into small groups. Cut out two to three sets of the Symptoms and Treatment cells of the STI table (see box) depending on the number of groups you want to create. Ensure that there is enough prestic for each group to use to complete their table.

▶ Welcome

All together: Start the workshop with welcome, introductions, announcements, and referrals. See page 12 for ideas on the welcome. When dealing with very sensitive matters that are likely to have directly affected participants, it's important to go through the ground rules for the workshop carefully with the group and to gain commitment to keeping those ground rules before going into the content of the workshop. Introduce the theme for the day which is sexual health.

▶ Icebreaker: What would my vagina/penis wear?

Say that in our line of work we need to take care of our genitals. So it's helpful to have a good relationship with them. In light of this ask the group to imagine dressing up their genitals, what would they wear? Then have a go around stating what you vagina or penis would wear (boots, feathers, etc.).

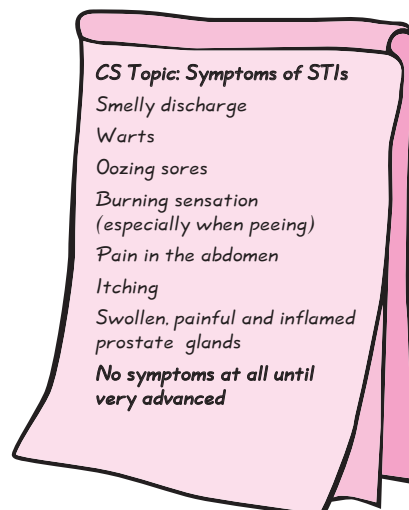
▶ Topic: Symptoms of STIs

All together facilitator input: Maintaining sexual health is vital in the sex work industry. There is high risk for genital infections and for the transmission of sexually transmitted infections (STIs). Because of this, it's important for everyone to have a good working knowledge of what our genitals look and smell like, to help us identify possible infections more quickly.

For women, for example, you can tell by smell or taste when you are about to start menstruating. Once you are familiar with your vaginal secretions, you are in touch with one of the best indicators of your own genital health.

Group work: Divide the participants into small groups according to gender identity if possible. Ask the groups to discuss and then list possible symptoms of STIs.

All together: Have groups report back with their lists. The mock flip chart on the right provides some examples, be sure to include that sometimes an STI is present with no symptoms at all.



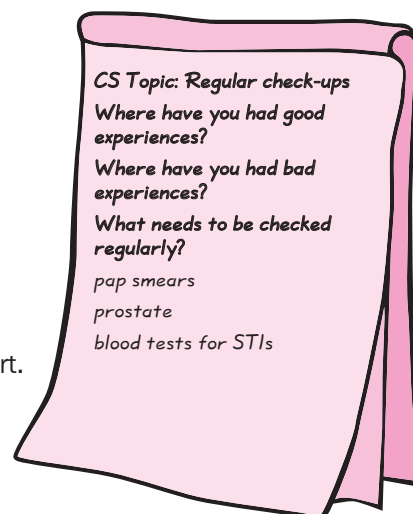
WORKSHOP SESSIONS

Topic: Regular check-ups

All together: Divide the group into smaller groups and ask them to discuss and share information provided on the flip chart.

Group work: Let the small groups know that they will present their information to the whole group.

All together: Add information provided by each group to the flip chart.



Topic: Identifying Different STIs

Group work: Divide the participants into 2 or 3 groups. Explain that they will be competing to see which group can correctly fill out the flip chart tables first. Hand out the 2/3 sets of symptom and treatment cells from the STI table below to each group. Have the first column of the table up on two to three flip charts depending on the number of groups you create. Give the groups a moment or two to strategize and then count down for them to start sticking the symptoms and treatments in the correct place on their tables.

| Infection | Symptom | Treatment |
|-------------------------------|---------|-----------|
| Thrush | | |
| Crabs/pubic lice | | |
| Warts | | |
| Cystitis | | |
| Trich (Trichomonas Vaginalis) | | |
| Syphilis | | |
| Gonorrhoea | | |
| Herpes | | |

All together: Congratulate the winning group and provide a small prize, such as a packet of sweets, if possible. Go through the table again with the whole group, asking for additional information if they have any, about these infections.

Topic: Home treatments and prevention strategies

Facilitator input: There are several things that all of us can do to reduce the risk of genital infections. As everyone knows most STIs can be avoided through careful safer sex strategies. For anyone who is prone to thrush due to the use of condoms, if you are or have sex with women, you can avoid this by using femidoms as they are not made using latex. There are also a number of precautions that you can use at home to improve your genital health. Use the information box to tell the group about douching. Ask the group for examples and add the following if necessary:

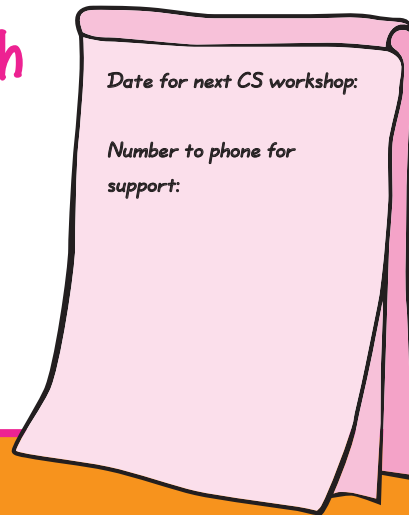
- Wash and dry regularly, cleaning under the foreskin, and under the clitoral hood and between labial folds
- Avoiding irritating sprays or soaps
- Don't use other people's washcloths or towels
- Keep your own wash cloths or towels clean and dry
- For women, eat natural yoghurt to balance the yeast in your vagina, especially when taking antibiotics
- For women, some bacterial infections can be cured by putting a clove of garlic into the vagina for a few days, and then also douching with a vinegar solution



“Most STIs can be avoided through careful safer sex strategies”

Closing

All together: Ask the group if there are topics they would like to have dealt with at Creative Space workshops. Ask if there is anything else that needs to be raised. Make it clear what support is available and how to get it. Talk about when the next meeting is and how to get lunch.



Douching

What is douching?

Douching is when you rinse out the inside of the vagina by forcing or squirting water or other solutions into the vagina. This is also sometimes called 'vaginal showers'.

Why do people douche?

Sex workers say they douche after sex to clean themselves or to remove traces of lube. Sex workers also sometimes douche with harsh detergents in the belief that they are cleaning themselves. Douching after unprotected sex does not prevent pregnancy, HIV or sexually transmitted infections (STIs).

Is it necessary to douche?

NO!!!! The inside of our vagina is an amazing part of our bodies. The vagina is self-cleaning. When you douche you can break down the vagina's natural protection against infection. You can upset the delicate PH balance in your vagina. Douching can make you more prone to infections. It can also spread existing infections to your fallopian tubes or your ovaries.

Remember ... Only douche if instructed to by a health care provider. If you have to douche you should not do it more than once a month. You should also use only water or water with a little apple cider vinegar or salt. You can use water and gentle soap to keep the outside of the vagina clean.

Reflect after the workshop

Use your experience facilitating this workshop to learn by answering the questions. Find more help for this activity on page 11.

What worked in this workshop?

What didn't work in this workshop?

What will I do differently next time?

| Infection | Symptom | Treatment |
|-------------------------------|--|--|
| Thrush | Strong smelling thick white discharge and itching. Lives in the mouth too, so oral sex can cause infection. | Cream or suppository from the chemist, Lots of vinegar in the bath. Eating lots of natural yogurt. Prevent the discharge from getting on your clothes by wearing a sanitary towel. |
| Crabs/pubic lice | Small creatures visible to the eye, very itchy. | Special shampoo – leave beds couches etc. untouched for two weeks. |
| Warts | Thick skinned bumps. | Have all treated at the same time at the clinic or doctor. |
| Cystitis | Difficulty peeing, pain above the pubic bone, blood or pus in the urine, or a heavy odour early in the morning when you first go to the toilet. | Drinking lemon barley water, or citric acid. |
| Trich (Trichomonas Vaginalis) | No symptoms in men, in women a yellow to green watery discharge which leads to itching, soreness. | Strong antibiotic, called Flagyl. You can't have any alcohol (including that in cough syrup) when using Flagyl or you will become very ill. |
| Syphilis | <p>May have no symptoms initially, requires a blood test.</p> <p>(1-5 weeks) an open sore at the point of contact – which can be anywhere: lips, tongue, tonsils, arms, fingers, but usually in the vulva or on the penis</p> <p>(6-24 weeks) skin rash, fever, and aches in the joints or muscles.</p> <p>Much later: Signs of organ degeneration like kidney or liver failure. This stage may last up to 10-20 years. When the brain gets infected, and become less and less able to manage basic functions.</p> | antibiotics and penicillin |
| Gonorrhoea | <p>Women often don't show symptoms early (need a blood test), but may have a pus discharge, later symptoms include back pains, vomiting, fever, and irregular periods.</p> <p>All may have discharges from the mucous membranes of urinary tract, eyes or rectum.</p> <p>In men, intense discomfort when peeing. The prostate glands might also be swollen, inflamed, and painful.</p> | antibiotics and penicillin |
| Herpes | Discomfort, and sometimes fever, swollen glands and clusters of painful genital blisters on the male genitals and on the vulva or in the vagina in women. | Can't be cured but you can get treatment to manage it: pain medication, the use of a drug called Acyclovir, and sexual abstinence during the periods where symptoms are present. |

Workshop: HIV/AIDS

Outcomes

- Know what HIV/AIDS is
- Know how to protect yourself using a condom
- Share and know which activities are more high risk than other activities

Extra materials or input needed

Try to find someone to give an input on HIV/AIDS – what it is, how to know if you have HIV and how to protect yourself. Otherwise you can give an input yourself using the script to guide you.

Condom and cucumber

Four or five blind folds – scarves

Welcome

All together: Start the workshop with welcome, introductions, announcements, ground rules and referrals. Introduce the theme for the day which is HIV/AIDS.

Icebreaker: Day or Night

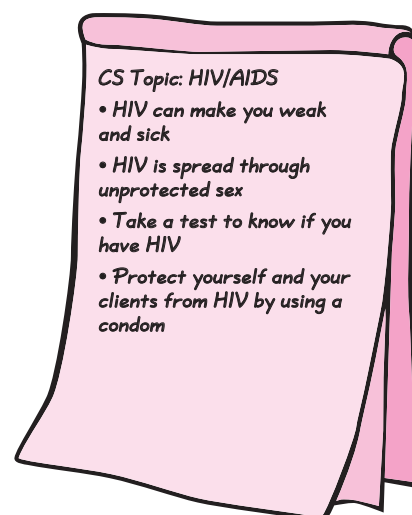
List of pairs of things, such as:

- Day or night
- Food or drink
- Decriminalization or legalization
- Sister or brother
- Rain or sun
- Positive or negative
- Drugs or alcohol
- HIV or AIDS

Instruct participants to stand in the middle of the room. Tell them that you will say two words and each one will choose one of the words. There is no right or wrong way to choose—just choose which one feels right for you. When you say each word you will point to a side of the room. Walk to the side of the room that matches your choice. Read each pair and wait for participants to decide. Ask participants if they would like to share why they made that decision.

Topic: HIV/AIDS

Input on what is HIV/AIDS: As we know, in the world, and in our country especially, there is a virus called HIV which has infected many people. The estimate is that 60% of sex workers are infected with HIV. After a long time having the virus in our bodies it makes our immune system weak. When our immune system is weak it can't fight sickness and infection and so we get sick. Without treatment to make our immune system strong we could get sick from something like TB, or pneumonia, and die.



Materials needed:

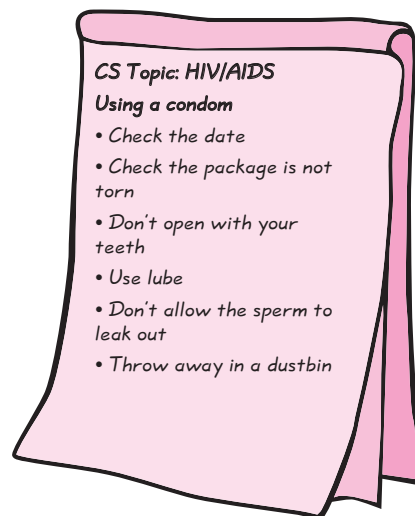
- flip chart
- kokis
- list of paired things
- condom • cucumber
- blind folds

Input on how you get HIV/AIDS: The HIV virus will be in the blood, sperm or vaginal juices of a person who is HIV positive. He or she can pass the virus on to another person by having unprotected sex. If either sexual partner has an STI it makes it easier to pass on the HIV. Rough sex also makes it easier to pass on HIV. HIV is also passed on through blood mixing, for example fighting, injecting drugs, sharing needles and razors.

Input on how you know if you've got HIV: You can't tell if someone is infected by looking at them. Many of us here have got the HIV virus in our bodies. But you can't tell by looking at us that we have the virus. Just like we can't tell by looking at our clients if they have HIV or not. The only way to know if we have HIV is to get tested. If we test HIV positive, it means we have the virus in our bodies. If we test negative, it means we don't have the virus in our bodies. Testing so we know our HIV status can help us make choices. For one thing, if we test positive we can stay alert for when we need to start treatment. Even if we are already positive we should use a condom so we don't get reinfected and so we protect our client.

All together on how to have protected sex: Protected sex means using a condom. Ask for two people to show us how to put on a condom. One participant will speak while the other will demonstrate. Ask the big group what the important points were that they raised. Write them on the flip chart.

Invite four or five participants to put on a condom blindfolded. This is because many of us will be putting on condoms in the dark. Ask the group to rate them on a scale of 1-10. Offer a pack of condoms to the winner.



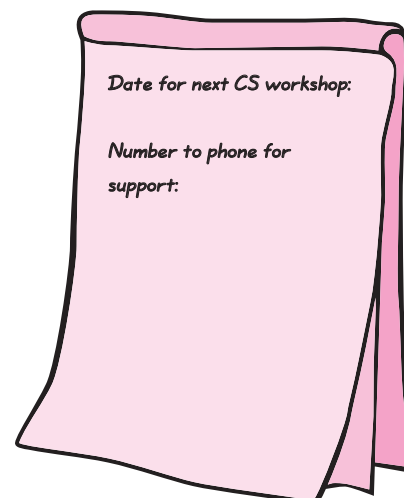
All together set up the group work exercise: Each group will come up with a list of sexual practices. Spend time creating a long list. Next, they will rate each practice with a face. A smiley face if this practice will not spread HIV. A straight mouth if this practice could spread HIV. A down turned face if this practice is highly likely to spread HIV.

In groups: Spend time with each group. Encourage them to develop a full list of possible sexual practices. Discuss why some practices are rated more dangerous than others.

Presentations while all together: Someone from each group then presents their group's list of activities and rating. Encourage debate about the different ratings. Ask the group for ways they could make some practices safer.

Closing

All together: Ask the group if there are topics they would like to have dealt with at Creative Space workshops. Ask if there is anything else that needs to be raised. Make it clear what support is available and how to get it. Talk about when the next meeting is and how to get lunch.



Reflect after the workshop

Use your experience facilitating this workshop to learn by answering the questions. Find more help for this activity on page 11.

What worked in this workshop?

What didn't work in this workshop?

What will I do differently next time?

CASE STUDY HIV: THANDI

► I told him: "I'm HIV positive, do you want to fuck me and you're very young. How many children have you got?" He said "I've got nothing." I said, "me I've got three already. So if you fuck me without a condom you are going to die my friend." They don't believe that. People here in South Africa they don't care about AIDS you understand. There's AIDS these days. They say, "Ja me I can't die with AIDS." You can tell him "me I've got AIDS," he just laughs. He tell you "me I want to do it without condom."

Workshop: Living with HIV

Outcomes

- Know how to reduce risk of illness
- Know how to protect yourself when HIV+ or when caring for the very ill
- Devise a routine for taking ARVs

Extra materials or input needed

Flip chart, kokis, different coloured sweets or papers to divide participants into small groups. Stop watch or clock to time word wheel.

Welcome

All together: Start the workshop with welcome, introductions, announcements, and referrals. See page 12 for ideas on the welcome. When dealing with very sensitive matters that are likely to have directly affected participants, it's important to go through the ground rules for the workshop carefully with the group and to gain commitment to keeping those ground rules before going into the content of the workshop. Introduce the theme for the day which is living with HIV.

Icebreaker: Something about me

Ask participants to find something in their bag or pockets that they think says something about themselves. Ask them to present this item to the group and explain its meaning. This exercise helps to bond the group better and provides participants with an opportunity to practise saying something personal about themselves.

Topic: Risks when HIV Positive

All together facilitator input: Although the new HIV infection rate in South Africa is going down, South Africa still has one of the highest numbers of people per population who are HIV positive. This means that every person in the room is either infected or affected by HIV. If you don't have HIV, you will know someone who does, even if no one has told you their status. Despite so many people being infected or affected, there is still a lot of false information about risks and maintaining your health when you are HIV positive. Show the flip chart sheet with some of the myths, and ask the group if they know of any others and add this to the flip chart. Then divide participants into smaller groups and ask them to list true statements that debunk these myths.

In groups: Remind participants that they need to write as clearly as possible so that others can read their input.

All together: Ensure that all the myths are successfully debunked. For example, if you are positive and have sex with a positive partner, you could be infected with a different and more virulent strain of the virus. Mothers should be using ARVs to prevent transmission to their babies, and should breastfeed for the first 6 months.

Topic: Staying healthy and caring for the very ill

All together discussion exercise: Word wheel: This exercise is designed to get the group talking about how to care for people with AIDS. It is extremely important to give clear instructions for this exercise and follow them precisely.

Materials needed:

- flip chart
- kokis
- coloured sweets or papers
- stop watch or clock

CS Topic: Myths about living with HIV

- If you and your partner are positive you don't need to have safer sex
- HIV+ women can't get pregnant
- HIV+ mothers can't use breast milk for their babies
- You have to tell people your status
- There is no point living healthily because you are going to die anyway

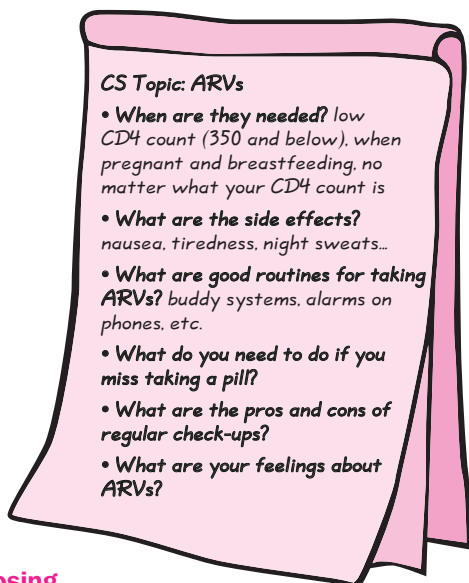
Ask the participants only to number off 1 – 2. All number 1's need to form a tight circle in the centre of the room with participants facing outwards. Number 2's need to form a circle around the inner circle and face inwards so that they can speak to a partner. Explain that you will be calling out a word and the inner circle must then speak for one minute about how they could care for someone with AIDS safely and well or how they can live healthily with HIV. You will then shout STOP and it will be the outer circle's turn to speak for a minute about the same word. Once this is done the inner circle will be asked to move one step to the right or the outer circle will be asked to take one step to the left and the process will begin again with a fresh word and a fresh partner.

Examples of words to call out: Food, Drink, Exercise, Gloves, Plastic bags without holes, Sex, Medicine, Keeping a positive attitude.

All together: Once you have been through the list of words, ask participants to return to their chairs. Then ask for what advice they received or gave during the exercise and add to the flip chart.

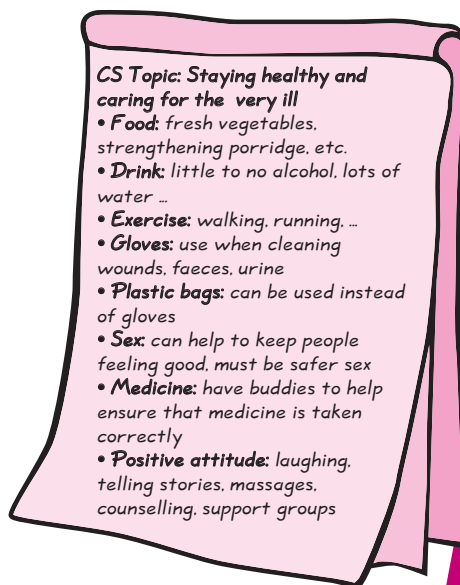
Topic: Me and my pills

All together discussion ARVs: Ask the questions provided on the flip chart and write up participants' answers.

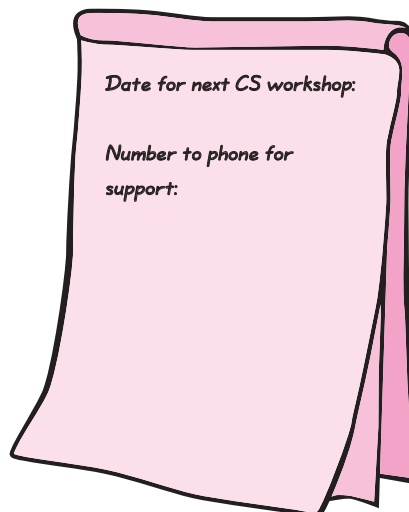


Closing

All together: Ask the group if there are topics they would like to have dealt with at creative space workshops. Ask if there is anything else that needs to be raised. Make it clear what support is available and how to get it. Talk about when the next meeting is and how to get lunch.



“Positive attitude: laughing, telling stories, massages, counselling, support groups”



Reflect after the workshop

Use your experience facilitating this workshop to learn by answering the questions. Find more help for this activity on page 11.

What worked in this workshop?

What didn't work in this workshop?

What will I do differently next time?

Notes from WHO guidelines: Heat-treated, expressed breast milk

Mothers known to be HIV-infected may consider expressing and heat-treating breast milk as an interim feeding strategy:

- In special circumstances such as when the infant is born with low birth weight or is otherwise ill in the neonatal period and unable to breastfeed; or
- When the mother is unwell and temporarily unable to breastfeed or has a temporary breast health problem such as mastitis; or
- To assist mothers to stop breastfeeding; or
- If antiretroviral drugs are temporarily not available

Longer provision of ARV prophylaxis for HIV-positive pregnant women with relatively strong immune systems who do not need ART for their own health to reduce the risk of HIV transmission from mother to child.

Provision of ARVs to the mother or child to reduce the risk of HIV transmission during the breastfeeding period. For the first time, there is enough evidence for WHO to recommend ARVs while breastfeeding.

Source: WHO Guidelines: <http://whqlibdoc.who.int/publications/>

Workshop: Eating well

Outcomes

- Know why we must eat well
- Know the importance of keeping warm
- Know what makes a balanced diet
- Know how to eat well cheaply

Materials needed:

- flip chart
- cayenne pepper
- kokis

Extra materials or inputs

Buy a bottle of cayenne pepper. This is an orange-red powder which can be found in the spice section of most supermarkets. It costs around R12.

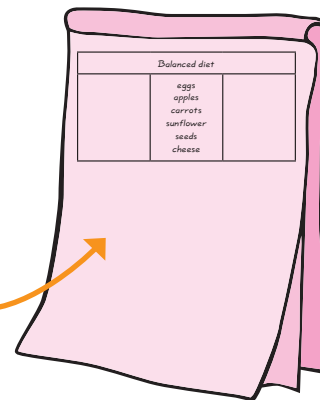
Consider inviting someone to give an input on eating well. Otherwise facilitate a session on the major food groups as described below. Use the information box to help you.

Welcome

All together: Start the workshop with welcome, announcements, introductions, and referrals. Introduce the topic for the day which is eating well.

Icebreaker: Balanced diet!

| Balanced diet | | |
|---------------|-----------------|--|
| | eggs | |
| | apples | |
| | carrots | |
| | sunflower seeds | |
| | cheese | |



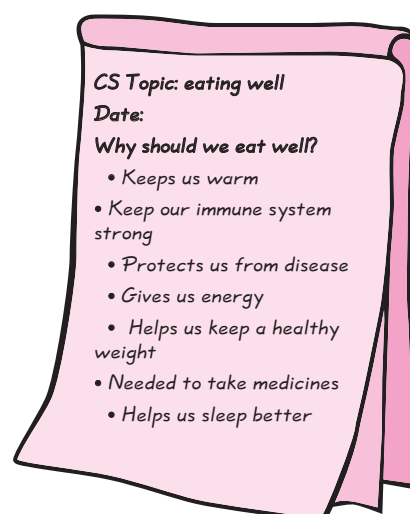
Make sure each participant is sitting on a chair and has a food name. The facilitator should not be seated. Go around the circle and give each participant one of these names: eggs, apples, carrots, sunflower seeds, cheese. You need to keep the order of the food names each time you call them out. The participants should remember the food name that was given to them.

Explain to the participants how balanced diet is played. You call out a food name e.g. “eggs” and all participants that have been given this name should stand up and change seats. When you call out “balanced diet”, all participants should stand and change seats.

Playing balanced diet. Begin playing the game by calling out a food e.g. eggs, as the participants called eggs are trying to find a chair, join in and sit on one of the chairs. There will be a participant without a chair will stand in the middle of the circle and call out a food, the last person without a chair will then come in the middle, and so the game will continue.

Topic: Eating well

All together on why we should eat well: Ask the whole group why we should eat well, especially if we are HIV positive. Take ideas from the group one at a time and write down each person’s response on the flip chart paper.

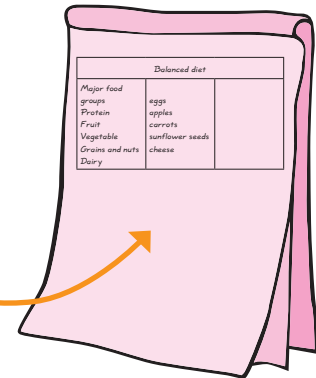


Thank the group for their ideas. Using the flip chart paper to guide you, summarise why we should eat well. Point out, that if we eat well we will stay healthy and our bodies will stay strong so we will be able to stay working and make money.

All together on staying warm: At tea time, or whenever it works, serve all the participants a half cup of water with a quarter teaspoon of cayenne pepper stirred into it. Explain to participants that this helps the body keep warm. The things that bring your temperature down are not enough food, being tired, and staying outside in the cold. Tell them that what they are drinking is a quarter teaspoon of cayenne pepper in water. Show them the bottle and tell them it costs only R12 for the whole bottle. They can drink a quarter teaspoon stirred in with water 3 times per day.

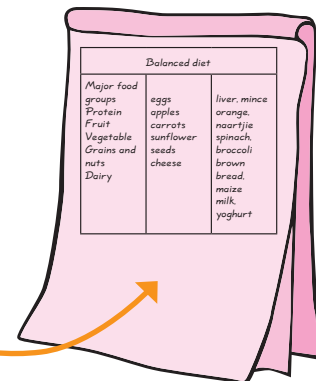
All together on the major food groups: There are 5 major groups of food. We need to try and eat one or two things from all the major food groups every day. What are these major food groups? Eggs are an example of protein. Apples are an example of fruit. Carrots are an example of vegetable. Sunflower seeds are an example of grains and nuts. This group also includes bread and maize. Cheese is an example of dairy.

| Balanced diet | | |
|-------------------|-----------------|--|
| Major food groups | | |
| Protein | eggs | |
| Fruit | apples | |
| Vegetable | carrots | |
| Grains and nuts | sunflower seeds | |
| Dairy | cheese | |



All together: Now ask the group if they had thirty rand, what other kinds of each food group would they buy? (The information box can help you to facilitate this.)

| Balanced diet | | |
|-------------------|-----------------|--------------------|
| Major food groups | | |
| Protein | eggs | liver, mince |
| Fruit | apples | orange, naartjie |
| Vegetable | carrots | spinach, broccoli |
| Grains and nuts | sunflower seeds | brown bread, maize |
| Dairy | cheese | milk, yoghurt |



All together introduce the group work exercise: In groups, participants will write down what they want to eat at Creative Space. They must make sure to include something from all the major food groups. They might also include a picture of the way they would like the food presented.

In groups: The food we want at Creative Space: Go around to each group encouraging discussion about ways to eat cheaply and well.

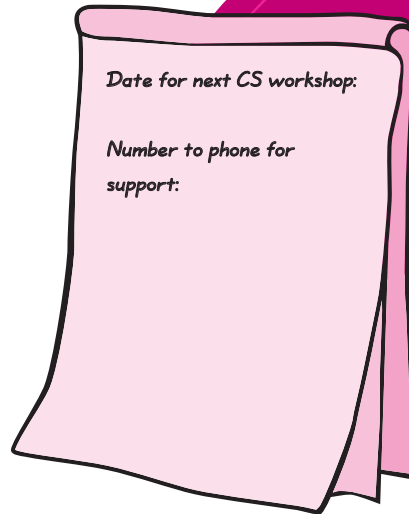
Presenting back: One member from each group presents back their list of what they want to eat at Creative Space. When they finish, remark on which food groups the different foods they have chosen are from. Try to identify which seem to be the most popular food groups. Challenge groups which have not included all the major food groups. Thank the groups for their ideas. We will use all these ideas in planning for our meals at Creative Space.



Closing

All together: Ask the group if there are topics they would like to have dealt with at Creative Space workshops. Ask if there is anything else that needs to be raised. Make it clear what support is available and how to get it. Talk about when the next meeting is and how to get lunch.

“When your body is warm it can fight germs better. Food also keeps your body warm.”



Good food

Protein

- Liver, especially beef liver
- Eggs
- Beans, peas and lentils are a good substitute for meat, if you include a tablespoon of uncooked sunflower oil poured over your food

Vegetables

- Dark green vegetables: spinach, marog, brussel sprouts, broccoli cabbage, peas, and beans.
- Cauliflower is also good
- Root vegetables (carrots, potatoes, sweet potatoes, ndumbi)
- Orange and yellow vegetables (carrots, pumpkin, squash)

Fruit

- Pawpaw's, guavas, mangos, melons, tomatoes, oranges, mulberries, citrus fruit
- Fruit juice – look for the kind that has either no sugar added, or very little sugar

Seeds, nuts and grains

- Whole wheat or brown bread is better than white bread
- Maize, sorghum oats, barley, rye and other cereals are good
- Ensure that you eat nuts, especially sunflower seeds, pumpkin seeds, sesame seeds

Oils

- The oil from meat and milk products is not good for your heart
- Sunflower oil and fish oils (e.g. sardines are very good)

Reflect after the workshop

Use your experience facilitating this workshop to learn by answering the questions. Find more help for this activity on page 11.

What worked in this workshop?

What didn't work in this workshop?

What will I do differently next time?

Self

Workshop: My Life Tree

Outcomes

Awareness of:

- Things that have shaped us
- Things that keep us strong
- Things we have achieved
- Decisions we made/paths we followed
- How we started as sex workers

Special considerations, extra materials or input needed

- Packets of kokis or crayons for individual drawing
- Blank A4 sheet of paper for each participant

Welcome

All together: Start the workshop with welcome, introductions, announcements, ground rules and referrals. Introduce the theme for the day which is with thinking about our life and how it has been shaped and what we are proud of.

Icebreaker: If I were an animal...

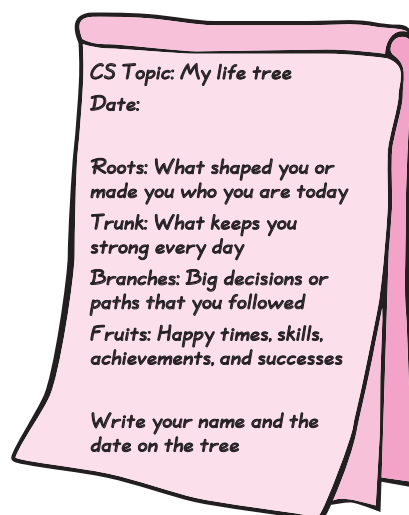
If you were an animal. What animal would you be? Go around the group asking each participant to say what animal they would be if they were an animal, and why they have chosen that animal. For example, "I would be a bird because birds are free to fly and go wherever they want." Or "I would be a lion, because they are the king of all the other animals." Tell the group that this exercise starts to put us in touch with who we are, or who we would like to be as people. The topic for the day is to look more closely at ourselves and what has shaped us in our lives.

Topic: My Life Tree

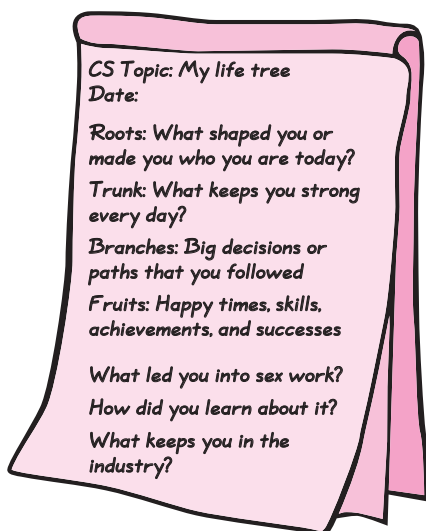
Set up the Tree activity all together: We will each draw a picture of a tree. The tree will show all the parts of our lives so far. Start with drawing the roots. Each root shows something that shaped you or made you who you are today. Some examples might be being a Christian, having ancestors, or your mom. Draw the trunk and write in the trunk of the tree what keeps you strong every day. Some examples might be your belief in yourself, the food that you eat. Have a branch of the tree for each big decision or path that you followed. For example, if you got married, moved places or countries. Draw the fruits where each piece of fruit is a happy time, a skill you have, an achievement, or a success. The fruits are things you can be proud of. Maybe it is your children, a special skill you have as a sex worker, getting your first client, a friendship that you value. Emphasise that each root, each branch, each fruit needs to be labelled with something specific from our lives.

Materials needed:

- flip chart
- kokis or crayons
- A4 paper



Participants work on their own creating their trees: Go around encouraging participants to put more detail on their trees.

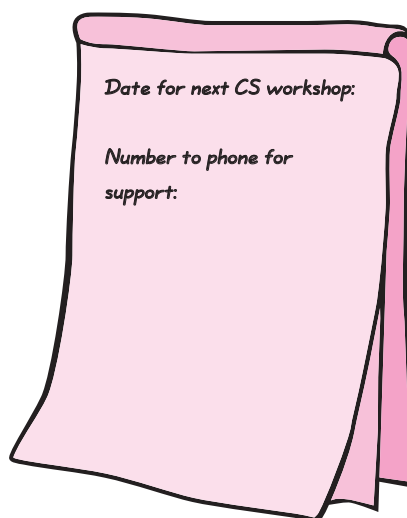


Set up that participants will talk about their trees and how we got into sex work in very small groups: Once they are done, ask participants to **write your name and the date on the tree**. Ask participants to find one or two or three people they will be willing to talk about their tree with. Explain what will happen in these very small groups or pairs. They each show their tree and talk about what makes up the roots, the trunk, the branches and the fruits. They should also talk about something they maybe have not drawn. Ask participants to talk about what led them into sex work. How did they learn about it and what keeps them in the industry? You can write these extra things up on the flip chart paper.

Closing

All together: Ask if there is anything else that needs to be raised or if any of the small groups want to say something to the bigger group. Talk about how this tree activity makes us remember some of the choices we had and some of the choices we didn't have. It can remind us that there are choices we can make today about our lives.

Ask the group if there are topics they would like to have dealt with at Creative Space workshops. Make it clear what support is available and how to get it. Talk about when the next meeting is and how to get lunch.



Reflect after the workshop

Use your experience facilitating this workshop to learn by answering the questions. Find more help for this activity on page 11.

What worked in this workshop?

What didn't work in this workshop?

What will I do differently next time?

Workshop: Managing emotions and stress

Outcomes

- Learn new tools to manage emotions and stress
- Share existing tools used to manage emotions and stress

Extra materials or input needed

Try to find someone to give an input on what emotions and stress are and ways people can manage these successfully to live better lives.

Flip chart, kokis, different coloured sweets or papers to divide participants into small groups.

Possible hand-outs: Capacitar emergency toolkit: www.capacitar.org

Welcome

All together: Start the workshop with welcome, introductions, announcements, ground rules and referrals. Introduce the theme for the day which is managing emotions and stress.

Icebreaker: Share a stretch

Ask participants to stand.

Each participant is to share a stretch that they use to relieve aching muscles. Participants can repeat stretches if they are ones they like. After the participant has demonstrated a stretch, everyone tries it out.

Topic: Emotions and stress

Input on what emotions are and what their purpose is: The biological function of, or why our bodies and brains feel or experience emotion, is to deepen our ability to remember an important event and learn how to increase our pleasure or prevent harm. So in essence emotions are there to teach us. Name an emotion, for example fear, and ask participants what they think it teaches (self-protection) or sadness (the importance of what has been lost). When emotions become overwhelming however, they can do harm or lead us to harm ourselves in some way. So we talk about managing emotions. This doesn't mean that we should shut off or switch off the emotion, but that we should be able to step in and out of feeling an emotion so that we are not overwhelmed by it.

The feeling of stress works similarly to emotions. We learn and perform better when we are a little bit stressed or excited, but if we are bored we don't learn well or if we are very stressed we can't learn. If feelings of stress continue over a long time, it affects us physically and can lead to lifelong problems.

All together set up the group work exercise: Each group will come up with a list of things they do to help calm down or de-stress. So that they can learn what each person does to take care of him or herself and manage stress, and to get some more ideas of how to do so.

In groups: Encourage participants to share what they do whether or not these are seen as "healthy" or "unhealthy".

Presentations while all together: Ask groups to call out some of the things they heard from others. Write these up on the flip chart. Then, if necessary, discuss how substance abuse and self-harm can only bring temporary relief and then begin generating new stresses (only do this if these types of behaviours were shared as ways to cope). Encourage participants to keep doing the things that work and to add to them with some of the new techniques they have learnt.

Materials needed:

- kokis
- flip chart
- coloured sweets or paper

CS Topic: Emotions and stress

- Emotions help you to learn more quickly
- Small amounts of stress help you to learn and perform better
- Prolonged stress can lead to physical and mental illness
- Difficulty in managing emotions can lead to destructive behaviour, mental illness, suicide

New Tools

All together: Explain that you will be going through some quick and simple exercises that participants can use to help manage emotion and stress.

► **Safe Space:** Explain that this exercise is used to help change an emotional state. It can help to calm you down when you are feeling overwhelmed or very stressed. It can be practised regularly, first when feeling not too bad and then when feeling bad.

First sit as comfortably as you can and notice your breathing. Then with eyes open or closed (whatever suits) think of a real or an imaginary place that is very beautiful and peaceful...notice the colours in this place...what is the temperature? Adjust it so that it is just right...what are the smells?...The sounds?.... And as you imagine yourself in this place....notice where in your body you feel calm or safe and just notice that.

Ok come back to the room for a moment. Was everybody able to find a safe or peaceful place? If not, instead of a place just notice that right now at this moment you are safe. Everyone go back to that safe or peaceful place or safe state and notice again the colours, smells, sounds....now try to find one word to name this place or state. Say the word silently in your mind as you imagine...just notice. Notice where your body feel calm or safe. OK – was there any change? Do you feel calmer or the same? For those that feel calmer go back once more and imagine...just notice.

Ask if anyone felt calmer after the exercise.

► **Container:** This exercise is useful in helping you to put aside recurring and difficult thoughts, feelings, or sensations to be looked at again later when you are feeling safer or more able to deal with it. It, like the peaceful/safe place, helps people to move in and out of an emotional state, providing a greater sense of emotional control.

When you start practising at home ensure that you don't try to place the most difficult thoughts, emotions, or sensations into the container at first go, start small and you can build as you get better at it.

First imagine any kind of container as long as it has a lid and can lock.

What shape is the container? What colour? What texture does it have? What temperature? What is its smell? Once you have the container clear in your mind, take something that has been troubling you just a little (an ache in the body, a small worry, a negative thought) and see if you can place it in the container so that you don't have to deal with it right now, but can take it out later when you need to look at it.....

Once it is in the container you can close the lid and lock it, keeping the keys safe with you so you can go back to it when you need to.

Ask if there is any change in the way they were feeling.

► **EFT tapping:** This can help you focus on the now. Think of something that is worrying you and rate out of 10 how much it worries you. With 10 being very much and 0 being not at all. Then, using the pointing and middle fingers of both hands tap 9 times:

- on the middle of your eyebrows,
- then on the temples,
- under the cheekbones,
- with one hand tap the middle of the upper lip and then the chin
- using both hands again tap the middle of your collar bone
- under the arms where your bra strap usually is
- then with one hand tap the edge of your hand where the heart line is and repeat to yourself "I accept myself"

Repeat 3 times.

Now think again of the thing that was troubling you and give it a rating out of 10.

Did the rating go down? How was it for you?

► **Square breathing:** This technique is particularly useful in treating panic and to disrupt repetitive thoughts. So try to hold any thought while you complete the exercise. Now using your finger, you are going to draw a square,

1. For the first line going up, you take a breath in and count to three.
 2. Then for the horizontal line, you hold your breath for three.
 3. Breathe out for three for the 3rd line going down
 4. Hold for 3 for the final horizontal line
- Repeat three or four times

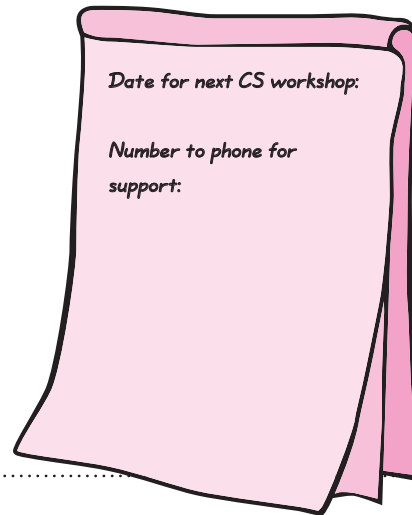
How was that? Do you feel calm? Where you able to keep thinking about whatever thought you chose?

Closing

All together: Ask the group if there are topics they would like to have dealt with at Creative Space workshops. Ask if there is anything else that needs to be raised. Make it clear what support is available and how to get it. Talk about when the next meeting is and how to get lunch.

Reflect after the workshop

Use your experience facilitating this workshop to learn by answering the questions. Find more help for this activity on page 11.



What worked in this workshop?

What didn't work in this workshop?

What will I do differently next time?

Social

Workshop: Substance abuse



▶ Outcomes

- Identify risks of substance abuse
- Work toward making healthier choices
- Identify consequences of substance abuse
- Know where to look for help for rehabilitation

▶ Extra materials or input needed

Flip chart, kokis, different coloured sweets or papers to divide participants into small groups.

▶ Welcome

All together: Start the workshop with welcome, introductions, announcements, and referrals. Introduce the theme for the day which is substance abuse.

▶ Icebreaker: Knots

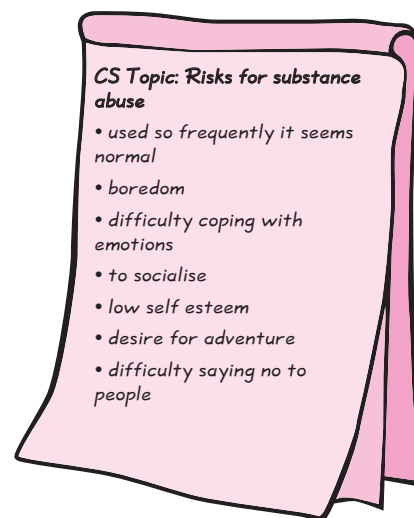
Ask each participant to begin walking around the room in any direction they choose and to freeze when you ask them to stop. Say, "Stop!" loudly and then ask the group to bunch together into as tight a group as possible. Then ask them to close their eyes and reach out their hands to one another until everyone is holding two other people by the hand. This creates a tangled knot. Next ask the group to open their eyes and to form a circle without once having to let go of each other.

Say that we can get into tangles in our lives that seem difficult to get out of, but with patience and support, things can work out.

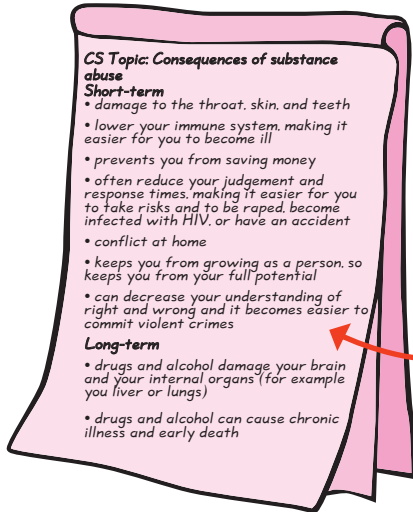
▶ Topic: Substance abuse

All together: Ask the group what they believe can tempt people into using and abusing drugs and alcohol. Add their input to your flip chart, if the group is hesitant to speak, you can provide an example from the list below.

Facilitator Input: Avoiding and stopping behaviours rely on your decisions to protect your health and your ability to refuse taking substances. Some people find it easy to say 'no' or to refuse to do something, while others may find it easy. Much of the difficulty or ease comes from knowing clearly what you want to do and what you don't want to do.



Group work on consequences of substance abuse: Divide the participants into a few small groups and ask them to list short-term and long-term consequences of drug and alcohol abuse. They will then present what they have discussed to the main group. You can add to their lists if necessary.



CS Topic: Consequences of substance abuse
Short-term

- damage to the throat, skin, and teeth
- lower your immune system, making it easier for you to become ill
- prevents you from saving money
- often reduce your judgement and response times, making it easier for you to take risks and to be raped, become infected with HIV, or have an accident
- conflict at home
- keeps you from growing as a person, so keeps you from your full potential
- can decrease your understanding of right and wrong and it becomes easier to commit violent crimes

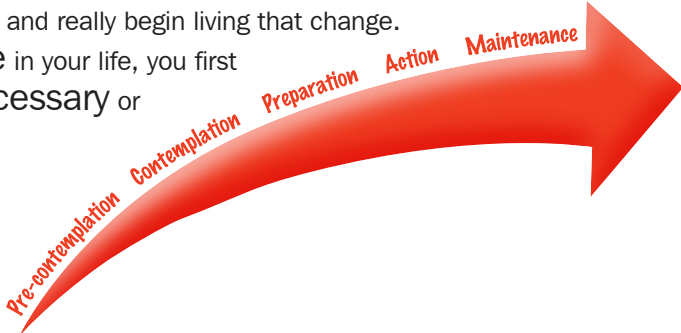
Long-term

- drugs and alcohol damage your brain and your internal organs (for example you liver or lungs)
- drugs and alcohol can cause chronic illness and early death

Topic: Making a change

All together facilitator input: There is a saying that everybody changes, but if you think back to a time when you needed to change, you will probably find that the change was not easy and took you time to get used to it and really begin living that change.

To actively make a healthy change in your life, you first need to believe that the change is necessary or unavoidable and then you need to believe that you are capable of change.

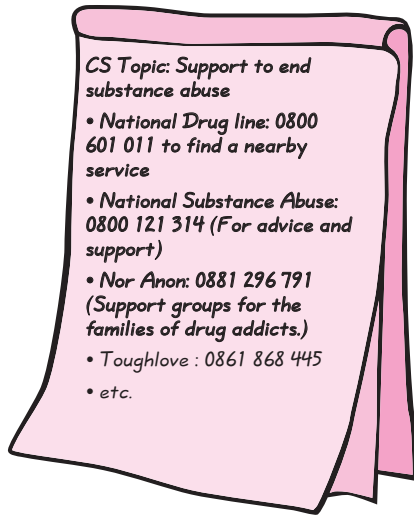


People generally move through these changes when they decide to stop abusing substances:

- ▶ **Pre-contemplation:**
 At this stage, the person has not thought about stopping substance abuse or is unwilling to stop abusing substances. This may be because the person
 - doesn't know that they need to make the choice
 - feels unwilling to change
 - believes that he or she is unable to change.
- ▶ **Contemplation:**
 In the Contemplation stage, people are aware of the problem or risk. They are considering making a change, but have not yet fully decided to change. They may find that there are positive things about the risky behaviour despite their awareness of the negative consequences. Here it is important for participants to weigh the pros and cons of staying with unhealthy choices and of making healthy change. It is also important build their belief that they can, or are able to, make positive changes.
- ▶ **Preparation:**
 In the Preparation stage, people have decided to make a positive change, but have not yet started to change. Here it is important to plan how to proceed.
- ▶ **Action:**
 In the Action stage, people have begun changing by decreasing substance use or by behaving in a healthier way. Here it is important to think about possible risks of relapse and to plan ways to avoid these risks.
- ▶ **Maintenance:**
 In the Maintenance stage, people have not abused substances for at least six months. They need to be aware of the potential risks of being tempted to use substances and plan how to deal with these risks.

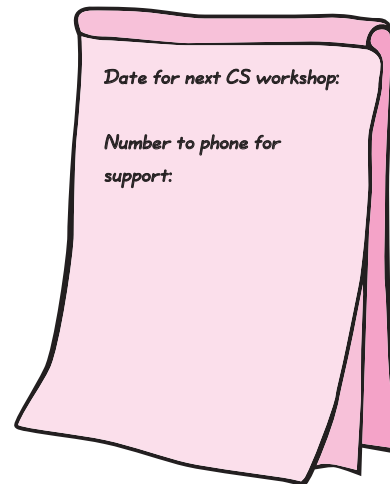
Provide participants with hand-outs for individual work (see box)

All together discuss ways to get support: Ask participants to name places and organisations that can help. Not all areas in South Africa have rehabilitation centres nearby; however, you can call national toll free numbers for advice and support. These telephone services can help you find the care and support you need in your area.



There are often waiting lists for getting into a rehabilitation centre, but you can usually get immediate counselling even if this is over the phone. Also, some private rehabilitation clinics offer sponsored beds for in-house treatment of addicts who are unable to pay for help.

With in-house help, addicts stay within the clinic receiving group and individual counselling and are usually not permitted to go home until some progress is made. You can also join out-patient treatment options, where you can receive counselling, medical help, and other assistance while staying at home



Closing

All together: Ask the group if there are topics they would like to have dealt with at Creative Space workshops. Ask if there is anything else that needs to be raised. Make it clear what support is available and how to get it. Talk about when the next meeting is and how to get lunch.

Reflect after the workshop

Use your experience facilitating this workshop to learn by answering the questions. Find more help for this activity on page 11.

What worked in this workshop?

What didn't work in this workshop?

What will I do differently next time?

Hand out for individual work

1. Think back to a time when you made a difficult decision to change your life for the better. Try to remember as much detail as possible. Now write down the things that helped you to make that decision and carry it out. Could you use any of those things to help you to make decisions about substance abuse now?

2. Think about how strong or weak your decision is about choosing to not take drugs or drink alcohol.

2a. If you are not willing or you are unable to make a change, find out more about the risks you are taking and think about other times when you have been able to change your life for the better.

Think about what your dreams for yourself and your future are. Will using substances help you achieve those dreams more quickly? Will they help you save money to work towards your dreams? Next think about what you need to do to work toward those dreams.

2b. If you are considering making a change, but struggling to make a decision, make a list of all the reasons why you want to change and why you want to stay as you are. Now, brainstorm all the possible results of staying the same and of making the change. Once you have done this, think about what you value most.

Think about what the possible consequences are for choosing to abuse substances and for choosing to stay sober. For example, you may think a consequence of choosing drugs could be escape from difficult emotions, becoming HIV positive, or feeling less bored. A consequence of refusing to abuse substances may be being teased by your peers, finding new activities to interest you, saving money for your dreams.

2c. If you know you want to make a change, but are unsure how to do this, create a plan to reach your goal. You can ask also for help from local non-government organisations (NGOs) or other people, organisations or institutions that provide support around this issue.

2d. If you have started making a healthy change already, think about what things could make it difficult to keep to this healthy behaviour. Plan how you could deal with these situations. Make a list of things you need to do, set dates for achieving this, get support in carrying out your plan.

2e. If you do not abuse substances, think about what situations could tempt you into changing your mind. What can you do to protect yourself in these situations?

CASE STUDY SUBSTANCE ABUSE: MONICA

► I work in a shebeen in Kimberley, so I can't get away from alcohol. The owner of the shebeen encourages us to work there, because it is good for business. He has hokkies at the back where we do business with our clients. We are supposed to encourage them to drink more. When I started in this business, I was shy, and I used to drink as much as my clients because it made me feel more confident. I realised I was starting to spend my own money on beer, not just the clients' money. I was drinking too much and didn't feel good. I was doing things like, getting into fights with clients, or letting them do things like anal sex which I don't normally do. I realised I had to cut down. Now, I drink more slowly, or I have a Coke or water in between beers. When you are a sex worker, you must keep a sharp mind.

Workshop: Conflict management

Outcomes

- Share ideas about being assertive
- Understand the difference between blaming and “I” statements
- Work out ways to deal with conflict situations

Extra materials or input needed

Flip chart, kokis, different coloured sweets or papers to divide participants into small groups.

Type up a list of blaming statements and cut them out so that there are enough blaming statements for the group to use in pairs later in the workshop: examples of statements include:

You never listen to me.
I told you I don't want to go.
You just take and take and you never give anything.
You are always late and I'm sick of waiting around for you.
You are very rude.
You should learn how to speak to people.

Welcome

All together: Start the workshop with welcome, introductions, announcements, and referrals. Introduce the theme for the day which is conflict management.

Icebreaker: Walking with attitude

Ask the whole group to stand up and move into a section of the room where everyone can walk around freely.

1. Ask the group just to imagine that they are stressed, angry and irritated, and walk around (for 30 seconds)
2. Call the group back and ask the group to imagine this time that each person they meet has something wonderful to offer them. (30 sec)

What did you feel while you were walking? What was the difference between the last time you walked around and the others? What did you learn?

If you do not get this answer, input that this exercise teaches us that our own attitude can often create extra stress or can be used to defuse conflict.

Topic: Assertiveness

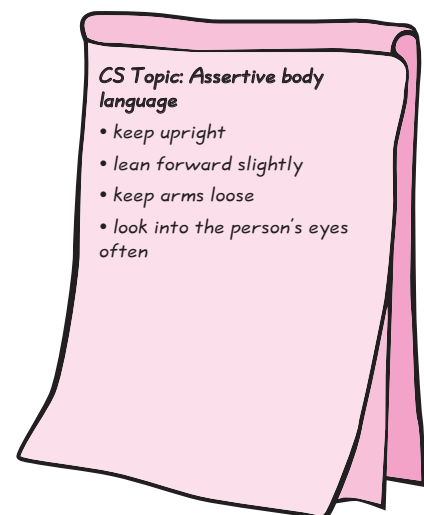
All together facilitator input: Being assertive is an important part of managing potential conflicts. It is the ability to say what you think or feel, while respecting the rights and beliefs of others. When speaking assertively, we can speak about ideas and feelings in an open, direct and honest way. To speak assertively you need to practice how you say things. It includes careful use of words, tone and body language.

Group work: Break into smaller groups and ask participants to think about and create a list of how people can use their bodies to show assertiveness rather than aggression.

All together: Ask participants to feedback what they learnt in their groups. Write this up on the flip chart.

Materials needed:

- kokis
- flip chart
- coloured sweets or paper
- slips of paper with a blaming statement



Topic: I statements

All together facilitator input: One of the most useful tools of conflict management is the use of “I statements”. This lets others know what you’re thinking without blaming them. For example, you can say “I disagree” rather than “You’re wrong”. You could say “I feel uncomfortable when you keep asking me to buy you beer. I have already told you, I don’t want to.” Instead of saying “You just don’t know how to take no for an answer!”

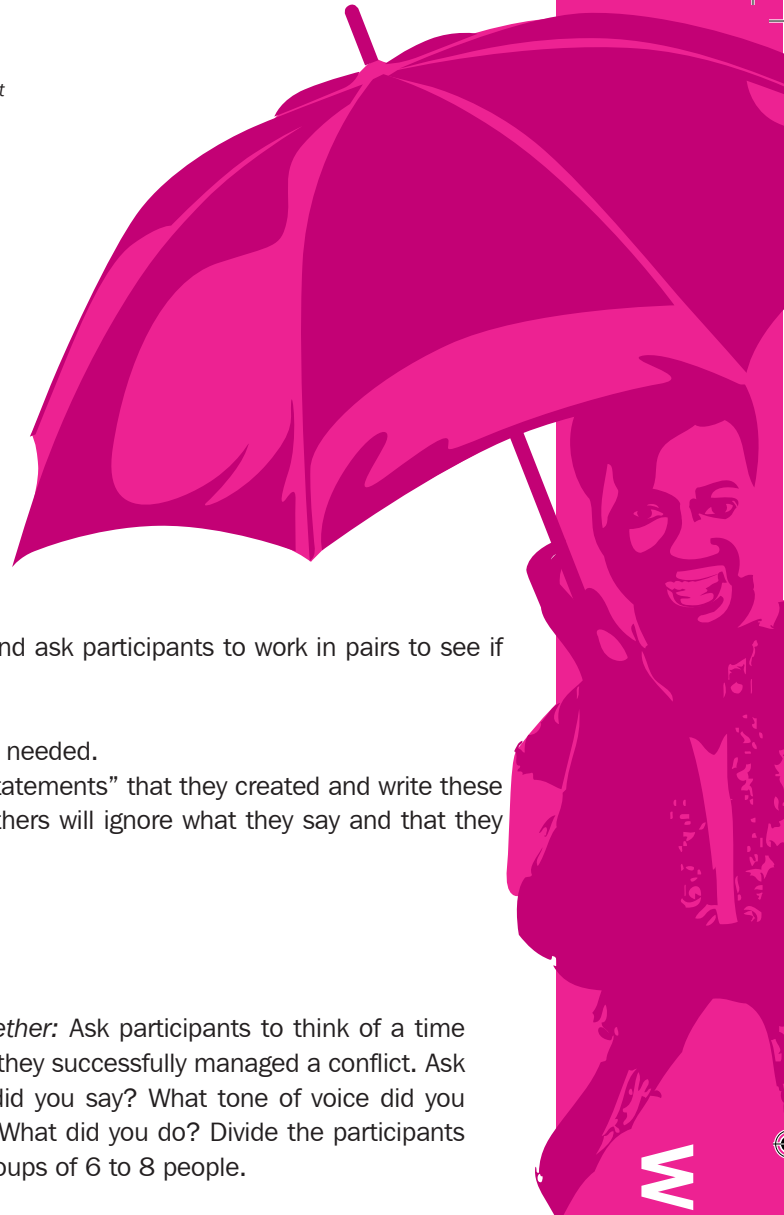
An I statement always starts with I.

It states how you are feeling and what you want without blaming someone else.

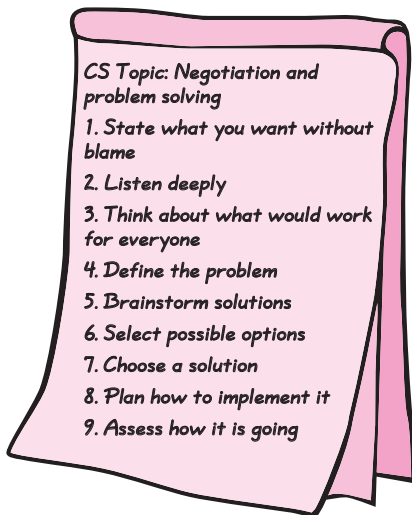
Hand out blaming statements to every second participant and ask participants to work in pairs to see if they can change the statement to an “I statement”.

Pair work: You can walk around the room and provide help if needed.

All together: Ask participants to provide examples of the “I statements” that they created and write these up on the flip chart. Remind participants that sometimes others will ignore what they say and that they can calmly repeat themselves until they feel heard.



Topic: Negotiation and problem solving



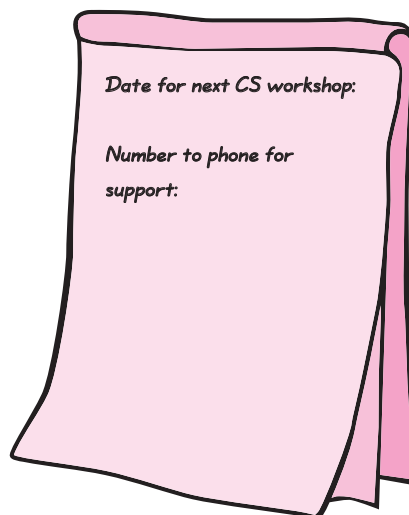
All together: Ask participants to think of a time where they successfully managed a conflict. Ask What did you say? What tone of voice did you have? What did you do? Divide the participants into groups of 6 to 8 people.

Group work: Hand out the negotiation and problem solving list. Then ask the group to create a short play where they show a conflict happening and how someone uses negotiation and/or problem solving to resolve the conflict.

All together: Ask participants who feel confident to act out their plays for the others. Those watching can try to identify which steps were used from their list sheets.

Closing

All together: Ask the group what they found useful and ask if there are topics they would like to have dealt with at Creative Space workshops. Ask if there is anything else that needs to be raised. Make it clear what support is available and how to get it. Talk about when the next meeting is and how to get lunch.



Hand-out: Steps for negotiation and problem solving

Step 1: Say what your needs or wants are using an 'I statement' that does not blame the other person.

Step 2: Listen deeply to what the other person says about his or her needs and wants without interrupting. To make sure you have understood correctly you can repeat what you heard in your own words.

Step 3: Try to find the needs and wants you share with the other person. And begin to problem solve a solution that could work for both of you. Trust that this solution can be found. Remembering past successes can help, as well as thinking about your personal strengths.

Step 4: Identify the problem and recognise whether it is important enough for you to want to solve it. To define the problem think carefully what you see the problem to be and why you want to solve it. This will include why you are unhappy with the way things currently stand.

Step 5: Brainstorm a list of ways you could solve the problem. To do this, think about how you have solved problems in the past. Ask yourself what worked and what didn't work. When brainstorming, remember that everything you think of should be included even if it seems silly or ridiculous. This helps to encourage creative thinking.

Step 6: Next select possible options that could help you solve the problem from your brainstorming list. Assess the options in terms of what you can do and about what new problems using this option may create.

Step 7: Choose the solution that you think is most likely to work well.

Step 8: Plan how to apply the solution, and begin solving the problem.

Step 9: If you find new problems when carrying out the solution, you can use this process to fix the issue or you can select a new solution from the list that you created.

Reflect after the workshop

Use your experience facilitating this workshop to learn by answering the questions. Find more help for this activity on page 11.

What worked in this workshop?

What didn't work in this workshop?

What will I do differently next time?

Workshop: Effects of violence

▶ Outcomes

- Understand the common behavioural, psychological, and physical symptoms of trauma
- Learn about phases of recovery from trauma such as rape and domestic abuse
- Find out more about getting emotional support

▶ Extra materials or input needed

Flip chart, kokis, different coloured sweets or papers to divide participants into small groups. Loose pieces of paper, pens, safety pins (enough for each participant)

Possible hand-outs: Emergency contact list

▶ Welcome

All together: Start the workshop with welcome, introductions, announcements, and referrals. See page 12 for ideas on the welcome. When dealing with very sensitive matters that are likely to have directly affected participants, it's important to go through the ground rules for the workshop carefully with the group and to gain commitment to keeping those ground rules before going into the content of the workshop. Introduce the theme for the day which is the effects of violence such as rape and domestic violence.

▶ Icebreaker: Behind your back

This icebreaker is designed to encourage positive feeling about themselves amongst participants. It may also help to bond the group before moving into difficult emotional territory. Before the workshop, place paper, pens and safety pins on each chair. Then after the welcome, ask participants to have someone assist them in pinning the paper to their backs. Let them know that they will go around the group writing comments on every one's back. These comments should all be positive, and can be as basic as 'Nice smile'. Provide a time limit such as 5 or 10 minutes during which the group can write. Once the time is up, participants need to help one another remove the paper from their backs and can be given a few minutes to read the comments.

▶ Topic: Effects of violence

Facilitator guides recalling of traumatic event: Sit comfortably, and think back to a time when you had to deal with a traumatic event. It could be a mugging, someone who broke into your house, your window smashed and bag stolen, a car crash.

Remember what you were doing just before it happened.
Now, remember the event itself. (Allow for a few seconds).

How did you feel at that moment?
How did you act at that moment?

Now, it is over?
How are you feeling now?
How are you acting now?

A month later, you remember the event.
How are you feeling as you remember?
How have you changed your behaviour?

Okay, now remember that you are sitting in a room in the Creative Space, Sisonke or SWEAT office. You are safe. Open your eyes.



All together set up the group work exercise: If possible divide groups into male/female and gender queer. Explain that they are going to discuss what their actions and feelings were. During, after, and a while after the event. Let them know that they don't have to say anything about what actually happened unless they feel like it.

In groups: Encourage participants to think about emotions, behaviours and physical symptoms.

Feedback while all together: Write up their input under three headings if possible: Physical, Emotional and behavioural. You can use this table to help you differentiate and to add symptoms if necessary.

| Physical symptoms | Emotional symptoms | Behavioural symptoms |
|--|--|---|
| Nausea, or vomiting | Feeling numb | Not able to concentrate |
| Headaches | Feeling afraid, angry, sad, guilty, or ashamed | Not able to sleep or sleeping too much |
| Stomach aches | Feeling confused | Not able to eat or eating too much |
| Back aches | Feeling suicidal | Doing badly at school or at work |
| Bruises, sore muscles and broken bones | Feeling alone and hopeless | Aggression, harming yourself and taking risks |
| Nausea, or vomiting | Feeling numb | Not able to concentrate |
| Headaches | Feeling afraid, angry, sad, guilty, or ashamed | Not able to sleep or sleeping too much |
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| Bruises, sore muscles and broken bones | Feeling alone and hopeless | Aggression, harming yourself and taking risks |

Based on *Her Strength*: Harvey, Mitchell, Gorderma. OSHUN 2008

Input on effects of rape and domestic violence: The symptoms that everyone has listed and discussed are normal responses to terrible things. Some may have many of these symptoms while others may only experience a few.

Generally, when you or someone that you care about has experienced a violent crime, it is difficult to come to terms with the unfairness of what happened, and to deal with the feelings of helplessness – of not having being able to prevent the crime or protect yourself properly. These feelings are often made even stronger because of the knowledge that people can intentionally cause so much harm. The things that you would usually do to cope with a dangerous situation – such as talk, befriend, run, or fight – failed.

Seeing abuse and being abused affects your health. It is stressful being abused or watching abuse, so your body becomes weaker at shielding you from illnesses like colds and 'flu. Your emotional health is also badly affected by abuse. You may have a poor self-image, you may feel sad and miserable, or you may feel afraid much of the time. This can make you forget things easily and to struggle to focus and concentrate on things you need to do.

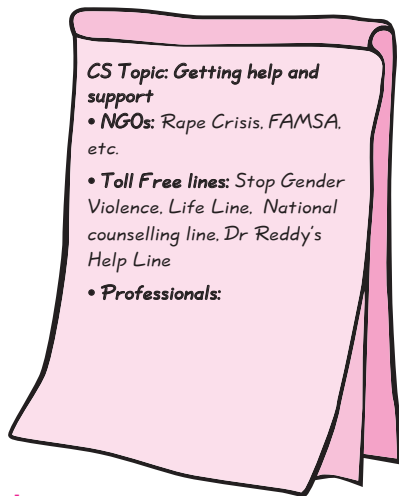
You may also struggle to keep friends or make new friends and find it difficult to trust others. You may decide to stay in bad relationships, because you believe that you can't have or don't deserve good relationships.

Input and big group discussion on the four phases of response to violent crime: Generally, responses to violent crime can be classified categorised into four phases. Ask participants what may happen in each stage using the titles provided on the flip chart and the symptoms they discussed earlier. Ensure that the content that is not in bold in the worksheet below is covered and understood.

All together set up the group work exercise: Each group will discuss where they could get help if they are struggling psychologically after violence. When violence can't be stopped, participants need to know who to go to for help and what to do to protect themselves.

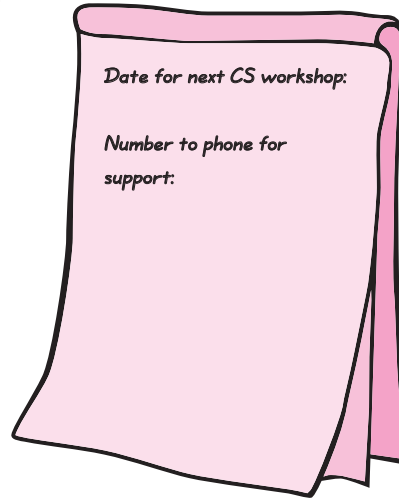
CS Topic: Phases of healing after trauma

- 1. Shock:** many of the emotional, behavioural and physical symptoms
- 2. Denial:** pretending nothing happened so that you can practise using your normal coping strategies
- 3. Return to overwhelm:** Many of the emotional, physical and behavioural symptoms return
- 4. Reintegrating:** reconnecting with your support systems, rebuilding trust and making sense of what happened



In groups: Encourage participants to think about and share toll free numbers, NGOs, and professional help such as counsellors, social workers and psychologists.

Presentations while all together: Ask groups to call out things that they came up with. Write these up on the flip chart.



Closing

All together: Ask the group if there are topics they would like to have dealt with at Creative Space workshops. Ask if there is anything else that needs to be raised. Make it clear what support is available and how to get it. Talk about when the next meeting is and how to get lunch.

CASE STUDIES VIOLENCE:

- ▶ **Sonja:** Sex work is not easy. Sometimes you go with a client when the client is supposed to pay you, the client will tell you, who told you to sell this stinking thing, poes is not for sale, it's for free. And then maybe when you talk he starts hitting you.
- ▶ **Lesego:** The day they beat my colleague she ran to the taxi rank and all the taxi drivers started laughing and swearing at her. She went to the police station to open up a case and they arrested him. After two days he was let out. The prosecutor said he doesn't have a crime because we are sex workers and then let him free. When she saw the man again, he said, there is nothing you can do to me, I will beat you all when I see you.
- ▶ **Lorraine:** I told [the police officer] that I was assaulted and they asked me by who, and I told them a police officer. They gave me a J88 form and told me to go to the hospital... I went back to the police station with the completed form and said that I wanted to open a case... they (the police) said that I could not open a case without the station commander and he was not there. When I returned the next day with the Sisonke Coordinator they told me there is no need to speak to the station commander and I can lay a charge. A docket was opened...another policeman wrote down what happened and I signed a statement. One of the officers who was there when I was assaulted called the Sisonke Coordinator on Tuesday evening and said that she must not waste time and money, I will never get a case at the police station.

Reflect after the workshop

Use your experience facilitating this workshop to learn by answering the questions. Find more help for this activity on page 11.

What worked in this workshop?

What didn't work in this workshop?

What will I do differently next time?



Workshop: Diversity

Outcomes

- Discover more about different cultures and sub-cultures within the group
- Identify stereotypes and understand how these are not always true
- Gain a greater appreciation for diversity

Extra materials or input needed

Flip chart, kokis, different coloured sweets or papers to divide participants into small groups
Post-it notes, pens, sheets of paper for participants.
Hand-out for the sharing similarities and differences exercise

Examples of identities you can use for the experiential exercise:

Indian heterosexual woman street walker
Xhosa gay man brothel worker
White Afrikaans lesbian street walker
Coloured transsexual woman strip bar worker

Welcome

All together: Start the workshop with welcome, introductions, announcements, and referrals. When dealing with very sensitive matters that are likely to have directly affected participants, it's important to go through the ground rules for the workshop carefully with the group and to gain commitment to keeping those ground rules before going into the content of the workshop. Discussions around diversity can often bring up anger and may lead to tension within the group, brush up on the guidelines for managing conflict on page 9 of this guide. Introduce the theme for the day which is diversity.

Icebreaker: Name game

Ask each participant to provide their name and the story behind their names. Facilitators can start this off speaking about the cultural history of their names or family history of their names.

Topic: Stereotypes

Paired work using 20 questions: Provide each participant with a sticky note on which is a specific identity. Participants then need to stick the note onto the forehead of the person next to them. With their partner, they can ask 20 yes/no questions only to find out their identity.

All together: In the big group participants talk about the identity, how they feel and if they can identify with it. How do they feel about difference? Why is it important? What differences do they most notice? Which make them comfortable or uncomfortable? And what is it about that that most influences their social interactions and how?

Topic: Sharing similarities and differences

Facilitator introduces pair work: Work through this exercise yourself for the whole group and then ask the participants to pair up with someone who seems to be from a different culture and complete the exercise together.

Materials needed:

- kokis
- flip chart
- coloured sweets or paper
- post-it notes
- pens
- sheets of paper

In pairs:

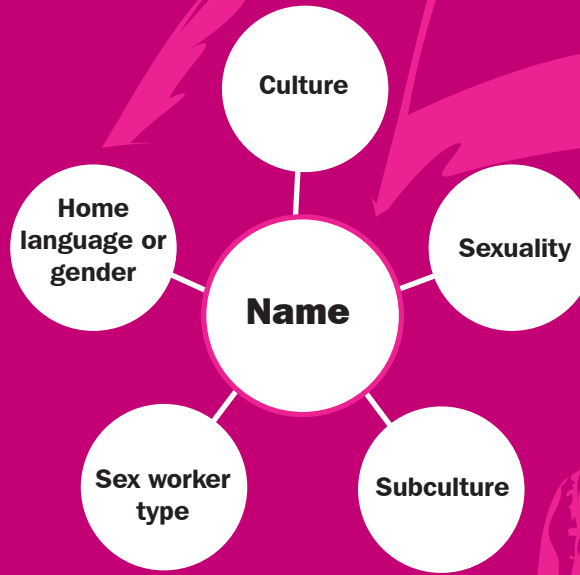
1. Write your name in the centre.

2. Fill in the **outer circles** with each category.

3. Share a story about when you **felt proud** about belonging to one of the outer circles.

4. Share a story about when it was **painful to belong** to one of the outer circles.

5. Share a stereotype about one of the categories that **does not** describe you accurately:



I am a/an _____, but I am not _____.

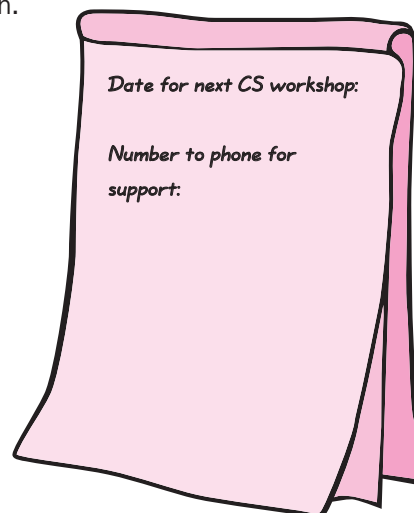
All together: Ask participants to share their step 5 answers. Ask if there was anything useful or important that they found out about aspects of their own or others identities. This does not mean sharing confidential stories; it is simply about having previous beliefs challenged.

Topic: My identity

All together discussion exercise: Ask each participant to tell the group what culture or sub-culture they most strongly align with and to share an aspect of this culture or sub-culture that they would most like others in the group to know about. This can be simply told or may include a song or dance.

Closing

All together: Ask the group if there are topics they would like to have dealt with at Creative Space workshops. Ask if there is anything else that needs to be raised. Make it clear what support is available and how to get it. Talk about when the next meeting is and how to get lunch.



WORKSHOP SESSIONS

Reflect after the workshop

Use your experience facilitating this workshop to learn by answering the questions. Find more help for this activity on page 11.

What worked in this workshop?

What didn't work in this workshop?

What will I do differently next time?

Workshop: Gender issues

Outcomes

- Understand power issues around gender identity and sexual orientation
- Find out more about gender politics
- Think critically about how gender issues affect our experience

Extra materials or input needed

Flip chart, kokis, different coloured sweets or papers to divide participants into small groups. Stop watch or clock to time word wheel.

Quotes to print out on separate pieces of paper. Prestic or sticky tape to stick quotes to the wall.

Examples of quotes you can use:

"Feminism is the radical notion that women are people". – Cheris Kramarae and Paul Triechler

"Feminism causes women to leave their husbands, kill their children, destroy capitalism, practice witchcraft, and become lesbians". – Pat Robinson 1992

"The greatest weapon of the oppressor is the mind of the oppressed." – Steve Biko

"Then I looked at all the injustice in the world. The oppressed were weeping and no one would help them. No one would help them because their oppressors had power on their side". – Ecclesiastes 4:1

"Anger is directly related to power and to the ability to change." – Ellyn Kaesehack

"With every comment on our bodies, with every leer, men are letting us know, quite clearly, that they have access to our bodies and that we have no control over that access. They are saying in effect, 'if I choose, I can rape you – so make sure you don't antagonize me'". – Neustatter

We use the same word – sex – to describe a range of experiences. Sex as a full expression of ourselves and trust in another, joy, and fulfilment. Sex as a tool, sex as a way to act out our power.

Being a victim of a violent attack is almost an unremarkable part of being a woman in South Africa...coercion is often a feature of sexual relationships from the outset.

"Heterosexuality is not normal, it's just common." – Dorothy Parker

"Understand that sexuality is as wide as the sea. Understand that your morality is not law. Understand that we are you. Understand that if we decide to have sex whether safe, safer, or unsafe, it is our decision and you have no rights in our lovemaking." – Derek Jarman

"I'm beautiful in my way 'cause God makes no mistakes. I'm on the right track baby, I was born this way." – Lady Gaga

"It is an awful thing to be betrayed by your body. And it's lonely, because you feel you can't talk about it. You feel it's something between you and the body. You feel it's a battle you will never win . . . and yet you fight it day after day, and it wears you down. Even if you try to ignore it, the energy it takes to ignore it will exhaust you." – David Levithan, Every Day

"It's not easy for a young gay fabulous boy in Japan, I should know, that's why I became a woman." – Momma Nakama"

Welcome

All together: Start the workshop with welcome, introductions, announcements, and referrals. When dealing with very sensitive matters that are likely to have directly affected participants, it's important to go through the ground rules for the workshop carefully with the group and to gain commitment to keeping those ground rules before going into the content of the workshop. Introduce the theme for the day which is around gender.

Materials needed:

- kokis • flip chart
- coloured sweets or paper
- stop watch or clock
- prestic

Icebreaker: People Machine

In agreeing to participate in this icebreaker, the participants are temporarily relinquishing their power regarding who they allow in their personal space - the exercise will help participants identify with gender politics issues.

Ask participants to stand in a circle (in large groups, have two or more circles). Explain that the participants will be using their bodies and voices to create a large piece of moving machinery. One person will begin by going into the middle of the circle and will think of a sound and a movement to repeat that represents part of a larger machine. Once the participant has begun repeating his or her sound and movement, others need to move into the circle and connect themselves to the person and add their own sounds and movements. When everyone is joined together, allow the machine to work for a short while and then ask participants to return to their seats.

Topic: Power relations

All together and in pairs facilitate conqueror and conquered statues: This exercise is designed to help participants to access feelings, attitudes and thoughts around having power over another or being overpowered by another. Facilitator - ensure you demonstrate a living statue to show them what to do. Explain that each participant need to partner with the person on their left. The two will take turns in creating a Living Statue - this means that you make a statue using both of your bodies. This artwork is to show a conqueror and the conquered. The person that is the conqueror decides on what the living statue should look like, and each person takes a turn at being the conqueror. You have two minutes to set up your living statues.

All together: Ask participants whether they liked being the conqueror or the conquered? Ask what was difficult about being the conqueror and what was difficult about being the conquered.

Topic: Gender and sexuality

All together discussion exercise: This exercise is designed to get the group talking about gender and sexuality issues. It is extremely important to give clear instructions for this exercise and follow them precisely.

Ask the participants only to number off 1 – 2. All number 1's need to form a tight circle in the centre of the room with participants facing outwards. Number 2s need to form a circle around the inner circle and face inwards so that they can speak to a partner. Explain that you will be calling out a word and the inner circle must then speak for one minute about that word. You will then shout STOP and it will be the outer circle's turn to speak for a minute about the same word. Once this is done the inner circle will be asked to move one step to the right or the outer circle will be asked to take one step to the left and the process will begin again with a fresh word and a fresh partner.

Examples of words to call out: Manly, Girlish, Moffie, Faggot, Tranny, Dyke, Lesbian, Cunt, Prick, Womanly. Once you have been through the list of words, ask participants to return to their chairs. Then ask how difficult or easy it was to talk about these words.

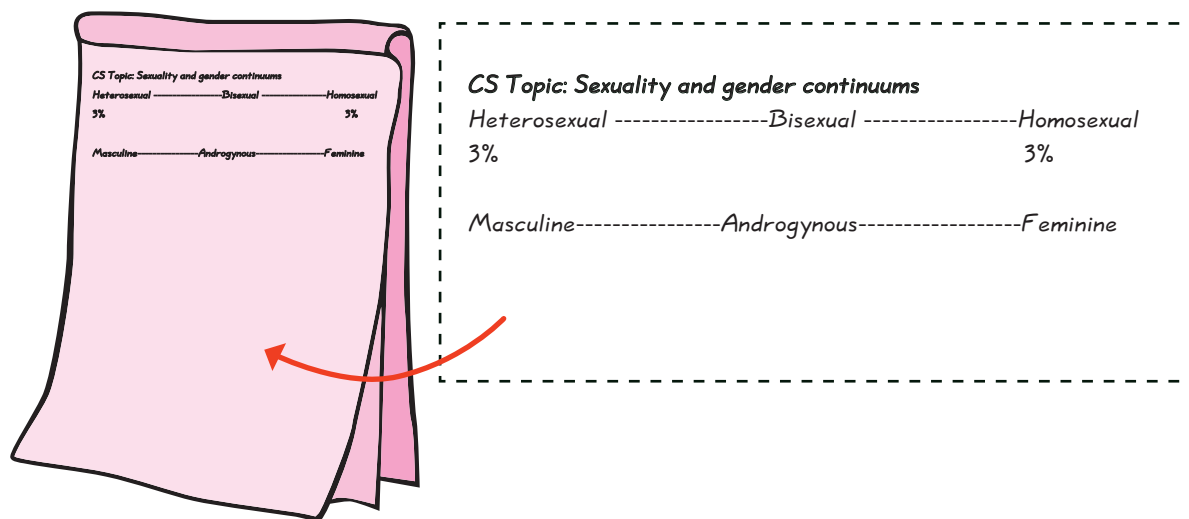
Topic: Gender and sexuality continuums

Facilitator input on sexuality and gender continuums: Explain that both sexuality and gender are not fixed or the same. People identify with different points along a continuum. Use the flip chart to explain that people are seldom fixed at any point. For example only 3% of the population are completely and always heterosexual or homosexual. Despite this, being heterosexual or being masculine are given the most status in society. People value masculine traits such as strength and tallness much more than they do feminine traits like empathy and gentleness. "Masculine" qualities – leadership, courage, strength, and the ability to reason - were defined by those with power (men) and were given more importance than "feminine" qualities. What men did and how they did it was believed to be the best way. So men were paid more (and still are). And it is still insulting to say to a man that he is like a woman. This allowed people in the past to prevent women from voting and from having any real rights. Although women have gained many more rights now all over the world, they are still most likely to be underpaid, under educated and more likely to be raped.

Similarly, heterosexuals all around the world often have more rights and greater status. In many countries in Africa and the Middle East, people can be jailed or face a death penalty for being gay. Transsexuals, lesbians and gay men are more likely to be rejected by their families, attacked on the streets or be killed or raped by people who feel justified in their hatred of difference or homosexuality.

Discoveries about the human brain, our chemistry, and our genetics now show that some of our characteristics and strengths are linked to our biology. For example, researchers studied a transsexual during his change from female to male. They tested him while he was still female. They asked him to do physical tasks, and they asked him to look at photographs of people's faces and try to work out what they were feeling. Each time they measured his brain activity to see how hard his brain had to work to do the task. After 6 months of testosterone treatment and living as a man, he was better at physical tasks, and required less brain activity to do them. But he was worse at recognizing emotions. He used almost 10 times more brain activity in this test than he had as a woman. So it looks like women and men have different characteristics because of both nature (biology) and nurture (learning).

Ask any facilitators or participants who feel comfortable to do so, to come up and mark where they see themselves on the two continuums.



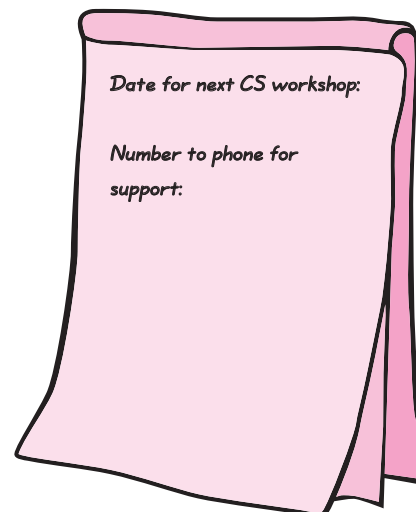
All together set up the group work exercise: Ask participants to read the quotes up on the wall and choose one that they want to speak about.

In groups (note if the group is cohesive, this exercise can work better as a big group discussion): Ask participants to say the quote that they have chosen out loud and explain why the quote felt important for them. Encourage them to link their thoughts and feelings to the conqueror and conquered exercise that they did earlier. If working with a resistant group, facilitators can model choosing and discussing a quote.

All together: Close off by asking participants if there was anything useful or important that they learnt in their groups.

Closing

All together: Ask the group if there are topics they would like to have dealt with at Creative Space workshops. Ask if there is anything else that needs to be raised. Make it clear what support is available and how to get it. Talk about when the next meeting is and how to get lunch.



CASE STUDY GENDER: SUSAN

▶ I cannot speak for anyone but myself on this, because it's not an aspect of the work that will ever get discussed, amongst ourselves. But I definitely derive a feeling of power over men from the situation. I have something that makes them mad and they're often prepared to pay anything to get sexual release. I will never be abusive to a client without being provoked, but the minute I sense a hint of aggressiveness or superiority in a man, I become extremely abusive in a very emotionless and almost polite way. Unfortunately you have to keep this sense of power in control because the truth is that most of them are arseholes anyway – so if I'm too choosy I will definitely not be able to pay my rent.

The irony is though that men like strong women and you often end up with the ones you reprimanded eating out of your hand. I think the time that alcohol takes to go through the human blood stream also has a lot to do with it. So it's all about letting them know who's boss in the beginning.

Reflect after the workshop

Use your experience facilitating this workshop to learn by answering the questions. Find more help for this activity on page 11.

What worked in this workshop?

What didn't work in this workshop?

What will I do differently next time?

Design your own workshop

You may find there are needs of the group that are not met by any of the sessions described in this manual. This section is to help you design your own workshop. It also helps you with the thinking behind the structure of the sessions presented in this manual. The main purpose of a basic workshop structure is to encourage as much participation from the group as possible.

Decide on outcomes

Begin with deciding on your broad overall topic. Next, think what you want participants to get out of the workshop. Write down two or three things that they will be able “take away” after attending the workshop. This could be information, understanding, or some clear actions around something.

Identify special inputs or materials

Consider any knowledge specialists you could draw on or invite to give the participants extra insight into the particular topic you have chosen.

Decide on your icebreaker

Icebreakers make participants feel more comfortable and ready to participate. Try to think of an icebreaker that will prepare the group for the topic to be presented.

Research your topic

Try to only deal with one main topic per workshop. Do some research on the topic – talk to people, go online, go to the library. Only use information that is important to the participants. Make sure participants find the topic relevant and that everyone is clear on the reason for the topic being chosen. It’s important that we hear the voices of everyone in the group around the topic.

Design a pair, or group work activity

Design group exercises so that participants think more deeply and broadly about the topic. Think about activities which can really tap into participants’ knowledge about the topic.

Write down key actions and messages for the close

Always leave the group very clear about what the key messages were on the topic. Be very clear what has been decided. Also be clear when we are meeting again.

Adult learning theory

What we know now is that for all the problems we face, there is no expert who has all the answers. Each of us has some valuable information to contribute. No expert or teacher can offer solutions. Rather a facilitator should ask questions or pose problems with the expectation that participants will find the solutions and the answers. Facilitators must create a learning situation where adults can discover answers and solutions for themselves. People remember the things they have said themselves the best.

Adults have a wide experience and have learnt a lot from life. Adults learn quickly about what is relevant in their lives. They learn most from their peers. Facilitators can help adults share their experiences with each other.

Tests have shown that people remember:

- 20% of what they hear
- 40% of what they hear and see
- 80% of what they discover for themselves

Source: *Training for Transformation* by Anne Hope and Sally Timmel



APPENDIX 2

Creative Space: Service Users Agreement

What you can expect from Creative Space:

- We will treat you in a professional, polite and dignified way
- We will listen to your concerns
- We will keep information you share with us private and confidential
- We support the human rights of sex workers
- We will not discriminate on the basis of race, gender, religion, occupation, language, sexual orientation or financial status
- Access to all Creative Space's services, including Creative Space, information, condom distribution, advocacy, counselling, legal representation
- A safe and clean environment at Creative Space
- The right to express opinions and make complaints that will be investigated

What Creative Space expects from you:

- We expect that all service users must be sex workers
- There will be no abusive, threatening, aggressive or intimidating behaviour towards Creative Space's staff or clients
- No discrimination against other service users
- Use of drugs and alcohol on the premises is not acceptable
- Stealing will not be tolerated
- NOTE: If the above occurs, service users may be barred from using Creative Space's services

NAME: _____

DATE: _____

SIGNED BY SERVICE USER: _____

CREATIVE SPACE STAFF MEMBER: _____



APPENDIX 3

Creative Space: Feedback form

Please tell us what you think! On a scale of 1-4 where 1 is strongly disagree and 4 is strongly agree, please circle your answer.

| | | | | |
|--|---|---|---|---|
| The workshop was easy to get to | 1 | 2 | 3 | 4 |
| Things were well organised | 1 | 2 | 3 | 4 |
| I felt safe at the workshop | 1 | 2 | 3 | 4 |
| I could say what I wanted to say at the workshop | 1 | 2 | 3 | 4 |
| I discovered or learned something I can use in my life | 1 | 2 | 3 | 4 |
| The facilitator was fair and didn't judge anyone | 1 | 2 | 3 | 4 |
| The facilitator is a good leader for sex workers | 1 | 2 | 3 | 4 |
| It was clear what services were available | 1 | 2 | 3 | 4 |



24 HOUR
HELPLINE **0800**
60 60 60

or SMS "Please call me"

071 357 7632



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