



FACILITATORS' GUIDE

ABOUT THE TOOL

This tool has been developed as part of the project Community Led Action Programme with Police (**CLAPP**), which was implemented as a joint initiative of Vasavya Mahila Mandali (**VMM**) and International Foundation for Crime Prevention & Victim Care (**PCVC**), supported by US Consulate Hyderabad in Vijayawada.

The tool is to aid action groups or facilitators to conduct structured action oriented discussions in communities and institutions on sexual harassment against women in public spaces, for its prevention and redressal.

The purpose of the training is to enable the action group to arrive at a common understanding of the notion of public place, sexual harassment of women and its consequences, and then reach a consensus on effective responses that are based on human rights.

The method of training involves critical thinking and problem solving through dialogue. It relies on a participatory process in which the facilitator is a guide rather than a teacher. The tool assumes that members of the group will harbour biases shaped by patriarchy and gender stereotypes. It is important for these views to be aired in a safe space.

The tool creates a space for a controlled debate which allows different points of views to be considered, and thus enable participants to shift from the positions they previously held.

The tool designed to be used with about 12 participants, and comprises 52 colour-coded flash cards which are used over five sessions. Each session is made up of one or more activities that start with a question for the group to consider. A set of flash cards are used to guide the discussions (30 to 45 minutes) at the end of which the group is expected to reach a shared understanding of the issue. Every subsequent session helps to build on and nuance this understanding.

The five sessions need to be conducted in sequence, but not on the same day. A gap of few days or a week is recommended to allow participants to deal with internal dissonances that may surface during discussions.

Participants must therefore be present for all sessions. Those who drop in for one or two sessions out of sequence may find it hard to assimilate.



GENERAL INSTRUCTIONS

The process of using flashcards to guide a discussion is similar across sessions. These principles are listed to help the facilitator understand the spirit of the activities, and improvise as they become more skilled.






Recognise Cards are distributed to participants. They are asked to examine it individually without showing it to the others. What is happening in the picture?

Personalise Does this happen? Has this happened to anyone you know, or to you?

Debate Participants must then present their card to others and describe it for them. Let others add to its meaning. Discuss and arrange the pictures in an order of seriousness or risk. Up to which point are things acceptable? Why? Why not?

Ideate Where things are unacceptable, what can be done? Choose a practical action. What do we need to make it happen?

Move on Participants should ideally reach a favourable consensus after a debate. If that does not happen, the facilitator should make a note of those who need deeper engagement, and move on without pushing for it, allowing the participants time to process the arguments.

	SESSIONS	Cards#	col
1	What happened to her? How much is acceptable? How will it affect her? How will it affect the boy?	1-12	
2	Where & when did it happen? Is it a public place? How could the place be safer?	13-21 22	
3	Was it her fault? What should she be wearing? Whom should she be with? Where/when should she avoid?	23-31 32-35 13-21	
4	What can we do? What did the bystander do? What should we do?	36-41 42-44	
5	Which laws can be applied?	45-52	

SESSION 1: WHAT HAPPENED TO HER?

Red cards, numbered 1 to 12, are used for this session.

Explain to the group that these pictures may or may not represent a problem. Ask participants to **Recognise** and **Personalise** each picture, and determine whether or not it represents a form of **Sexual Harassment**.

Call out the numbers serially to have the person holding that card to show and explain it to the other participants. Related personal stories can be shared by any participant in the larger group.

After all the cards are exposed, explain that the task is to collectively arrange the pictures in order of severity, from harmless to seriously damaging. The cards are randomly numbered so that they cannot be used to make a sequence.

Allow participants to **Debate** as they solve the sequencing problem. Draw attention to the fact that some events involve no direct contact, or even sounds or gestures. The group should arrive at a sequence like the one shown below; though it need not be exactly the same. If some cards are distinctly out of place, the facilitator may allow for more discussions on those. Preserve the sequence for later discussions.



How much is acceptable?



Establish the fact that clearly not all images represent a problem. Draw attention to the first picture in the sequence. If there is a disagreement on this, let it be discussed.

Now ask the group to identify the picture which represents limit of what is acceptable, harmless behavior. The group must reach a consensus, after considering the state of mind of both the man and the woman in the picture.

Encourage the group to **Debate** over options, and **Move on** when appropriate

How will it affect the girl (woman/survivor)?

Starting with the cards identified as *acceptable*, ask the group to briefly describe how each of the experiences will affect the woman physically and emotionally in other aspects of her life, with examples. Ask them if they would reconsider their limit of what is acceptable in light of the last discussion.

Encourage debate until card# 1 (girl and boy talking) is the only acceptable one.

The purpose of this exercise is help the participants empathise with the survivor and realize that even seemingly harmless acts may have life altering effects on women's sense of well being.

How will it affect the boy (man/perpetrator)?

Now ask the group to reflect on the perpetrator in the sequence pictures, and imagine them to be the same person, acting out progressively over time. If a particular card seems to break the sense of continuity, it can be turned over, blank side up.

Ask the group to think about empathise with the perpetrator.

Is he happy, well adjusted? Which way is his life headed?

At what point of his life could his life be turned around for the better? How?

The purpose of this exercise is to draw attention to the fact that boys need help to build respectful and equal relationships with girls, as shown in the first card of the sequence.

In the absence of that skill, boys resort to harmful behaviour, which may escalate if they are not helped in time. Society tends to ignore these behaviours as normal (*boys will be boys*) until it manifests as a serious crime that could ruin the boy's future.

Ideally boys should be counselled and helped to build respectful and equal relationships at the first sign of trouble. This activity could also be used to counsel boys who exhibit signs of escalating harmful behaviour.



SESSION 2: WHERE AND WHEN DID IT HAPPEN?

Purple cards, numbered 13 to 21, are added for this session.

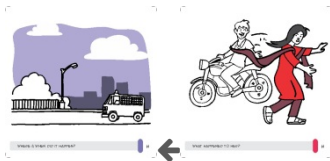
Card# 22 is a special solution card that will be introduced later.

Recap: Lay out the Red cards in a sequence of seriousness as they were left in the last session. Ask participants what they remember from the last discussion.

Distribute cards 13 to 21 among the participants. Ask participants to **Recognise** and **Personalise** the time and place the picture represents, and determine whether or it represents a **Public Place**.

Call out the numbers serially to have the person holding that card to show and explain it to the other participants.

After each purple card is presented, ask other participants to identify which of the Red Card events (one or more) could happen in that particular time and place, with **Personalised** stories where possible. For example:

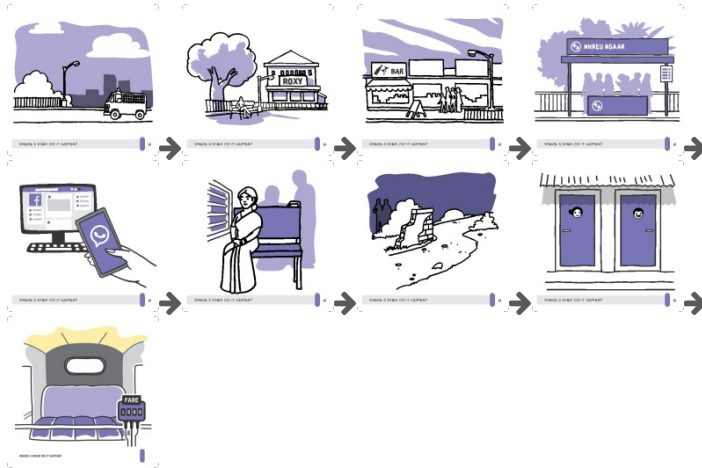


There are no right/wrong answers in most cases. The purpose of this activity is explore what constitutes a Public Place; and whether or not it should include social media.

How could the place be safer?

Remove all the Red Cards. Ask the participants to sort the purple cards into **Safe** or **Unsafe** places. Encourage a **Debate** during the process.

It could look like this:

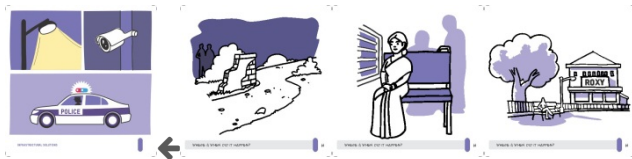


Ask the participants to consider **What could be changed about each place to make it safer?** Let participants brainstorm on possible solutions.

Now introduce the solution card# 22, which represents infrastructural solutions to making public places safe.

Ask the participants to now choose those places that could be made safer with such infrastructural solutions.

Here is an example of what that may look like...



Personalise this with examples where possible.

Are there places in our own neighbourhoods that could be made safer with such infrastructural solutions? Is it effective and practical?

Ideate What can we do to implement a required solution?

Draw attention to the fact that not all places can be made safe through infrastructure upgrades. **Ideate** and **Plan** What else needs to be done?

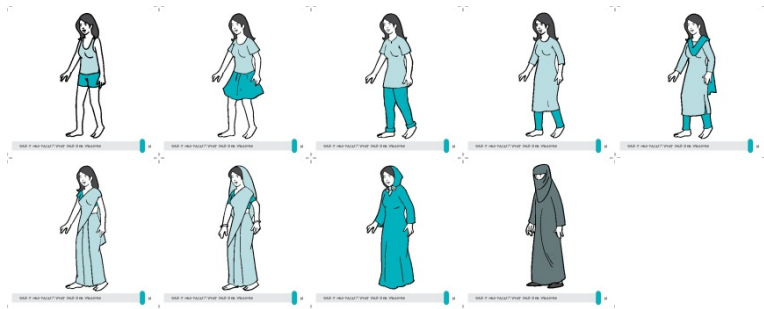
SESSION 3: WAS IT HER FAULT?

Blue cards, 23 to 35, are used for this session. Purple cards are also used later in the session.

What was she wearing?

Distribute cards 23 to 31 (Clothes) among the participants. Ask the participants “This woman was sexually harassed in a public place. Looking at what she is wearing, would you say it was her fault?”

Call out numbers serially to have participants explain their thoughts. Do not allow any debate at this stage; encourage participants to speak freely.



Lay out the cards serially for all the participants to see. Ask them to collectively identify up to what point her clothing is *unacceptable* in a Public Place. Help the participants **Personalize** situations; allow them to **Debate** at this stage.

The purpose of this activity is to explore the common arguments that puts the onus of sexual harassment on women's clothing; e.g. *she wants to draw attention to herself, she was sending the wrong message, it is expected, she should have been more responsible...* etc.

Through the debate, the facilitator needs to highlight questions to challenge these arguments. E.g. *are we saying that Sexual Harassment of women is justified under certain circumstances? Does conservative clothing guarantee women's safety? Does she deserve to be hurt and humiliated? What message are we giving the boys?*

Participants should ideally reach a consensus that what a woman chooses to wear cannot be a justification for Sexual Harassment. **Move on** when appropriate.

Whom was she with?

Distribute cards 32 to 35 among the participants. Tell the participants "Each card gives a clue about whom the woman was with when she was sexually harassed. Under what circumstances would you say it was her fault?" Help the participants explore different interpretations where possible, and **Personalise** the situations.



With a man; a boyfriend or a relative.



With a woman; a girlfriend or a relative.



Alone in a deserted place.



Alone in a crowd of strangers.

Call out numbers serially and have the participants explain their thoughts. Ask them to collectively identify a situation that could be considered *unacceptable* for a woman if we want to prevent sexual harassment.

Allow participants to debate as in the previous activity. **Move on** when appropriate.

Where and When should she avoid?

This activity could also be done as a recap before the next session.

Bring out the purple cards (13 to 21), and lay them out along with the blue cards (23 to 35).

Ask participants to create a story where the woman is at risk of sexual harassment, by choosing a *place and time* from the purple cards, *what she was wearing*, and *whom she was with* from the blue cards. For example...



She was near a Bar,
possibly had alcohol



...wearing clothes that
exposed skin



...was with her girlfriend

Ask the participants “This woman was sexually harassed. Considering her situation, would you say it was her fault?”

By now, participants should already have a some understanding that sexual harassment is not acceptable under any circumstances. The purpose of this activity is to practice the application of that understanding in a variety of hypothetical situations.

Allow a debate, and **Move on** when appropriate.

SESSION 4: WHAT CAN WE DO?

What did the bystander do?

Green cards, numbered 36 to 41, are used for the first activity.

Distribute the cards among the participants. Ask them to examine the picture individually without showing it to the others. Tell them that **the pictures show possible bystander reactions to a sexual harassment event**. Ask participants to **Recognise** and **Personalise** the pictures with real examples where possible. Call out the numbers serially and have participants share their thoughts.

Participants must collectively sort the actions into **What to Do** and **What Not to Do**. Raise questions for the group to **Debate** on: **How will this action affect the sexual harassment of women in public places in general? How will it affect the woman later? Is it important to ask the woman what she wants?**

Ideally, the sorted pictures should look like this...

What Not to Do



encourage



ignore



watch

Debatable/Risky



physically
intervene

What to Do



ask (the woman what she wants)



report

Ask the group to brainstorm on possible long-term, follow up actions. Allow a few ideas to emerge and then distribute cards 42 – 44. Let participants **Recognise** and **Personalise** them before presenting them to the larger group.



Support / Counsel the survivor



Raise public awareness



Counsel the perpetrator

Ask the participants to **Debate** and choose one action that is most practical and effective in tackling sexual harassment in the long term.

There are no right or wrong answers. The purpose of this activity is to generate a discussion. Encourage more ideas to emerge. **What else can we do?**

Move on when appropriate.

WHICH LAWS CAN BE APPLIED?

Yellow cards 45 – 52 are used for this activity, together with Red cards 1 – 12.

Lay out the Red cards so that they are visible to all the participants.

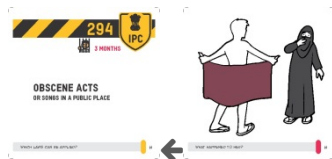
Distribute the Yellow cards to individual participants. Explain to them that each card represents a law from the Indian Penal Code that may be invoked to address crimes. But the information in the cards are incomplete.

Representatives of the police within the group will need to help participants understand and apply the laws correctly.

Call out the numbers serially. Let the participants declare the IPC section number and brief description (E.g “IPC 294, Obscene acts or songs in a public place”).

Other participants are required to look through all the Red card situations that could be covered under this section.

For example...



Invite Police representatives to audit the group response, and explain the provisions of the law in detail where necessary.

The purpose of this activity is to familiarise the team with common IPC sections that cover sexual harassment in public places. It is also to demonstrate that all acts in the pictures (except card#1) may come under one or multiple sections.

This activity additionally encourages police personnel in the team to take the lead in explaining provisions of the IPC, which is something they are usually very good at.



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