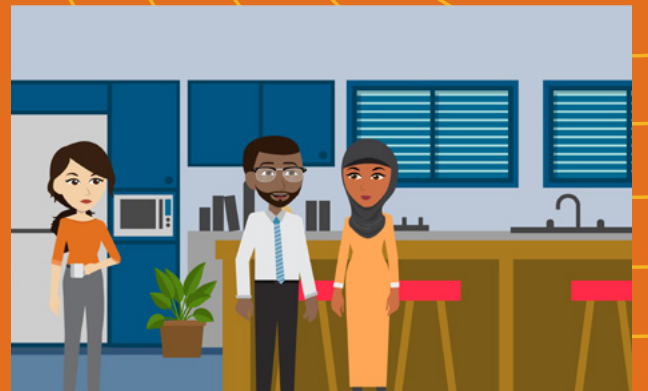


Prevention of Sexual Harassment, Exploitation and Abuse

Workplace Culture Toolkit

MASCULINITY



care®

CARE ACADEMY
Prevention of Sexual Harassment, Exploitation, and Abuse (PSHEA) Program

Table of Contents

MAIN

Purpose	6
Guide for Facilitators	7
Themes and Activities	7
Methodology	8
Activity 1: Gender Equality	10
Purpose	10
Materials	10
Instructions	10
Facilitator's Notes	12
Activity 2: Unhealthy Masculinities	13
Purpose	13
Materials	13
Instructions	13
Facilitator's notes	15
Activity 3: Power Flower	16
Purpose	16
Materials	16
Preparation	16
Instructions	16
Facilitator's Notes	18
Activity 4: Intersectionality	20
Purpose	20
Materials	20
Instructions	20
Facilitator's notes	22
Activity 5: GBV/SHEA	23
Purpose	23
Materials	23

Preparation	23
Instructions	23
Facilitator's Notes	24
Statement Cards	25
Handout: What is Gender Based Violence (GBV)?	27
Handout: GBV and Violence Against Women (VAW)	28
Activity 6: Equitable Masculinities	29
Purpose	29
Materials	29
Preparation	29
Instructions	29
Facilitator's Notes	33
Activity 7: Sexual Harassment in The Workplace	34
Purpose	34
Instructions	34
Facilitator's Notes	35
STORY 1: Workplace Dating and Romance	36
STORY 2: Relocating to a New Office	37
STORY 3: Calm Down! It's Just a Joke.	38
STORY 4: Up, Close and Personal	40
STORY 5: You'll Get the Promotion if...	41
STORY 6: The Office Boy	43
Activity 8: Borderline Behaviors	45
Purpose	45
Materials	45
Preparation	45
Instructions	45
Facilitator's Notes	48
Activity 9: Men's Role in Nurturing Safe Organizational Culture and Work Environment	49
Purpose	49
Materials	49
Instructions	49
Group 1	51
Group 2	51
Group 3	52
Facilitator's Notes	52

Activity 10: Allyship – Meaning and Practice	53
Purpose	53
Materials	53
Preparation	53
Instructions	53
Facilitator’s Notes	55
Allyship Scenarios	56
Unpacking the scenarios	59
Activity 11: Living Our Values in and Out of the Workplace	75
Purpose	75
Materials	75
Preparation	75
Instructions	75
Facilitator’s Notes	76
CARE’s Core Values	77
Activity 12: Social Networking – Influencing Other Men	80
Purpose	80
Preparation	80
Instructions	80
Facilitator’s Notes	82
Acknowledgements	84



The #MeToo, #AidToo and Times Up movements have highlighted the pervasiveness of sexual violence within organizations and public institutions. Many International NGOs have reinforced their safeguarding and Prevention of Sexual Harassment Exploitation and Abuse (PSHEA) endeavors, strengthening existing policies and reinforcing transparency and accountability. Within CARE, to prevent and respond to sexual harassment, exploitation and abuse (SHEA), we have increasingly focused on cultural change within the organization. This entails acknowledging the presence of ingrained discriminatory attitudes that fuel abusive power dynamics and foster unhealthy work environments, and then taking action to challenge and change these.

A key area of concern is the influence of patriarchal attitudes and practices, specifically those unhealthy expressions of masculinity that are built on men's dominance, control and subjugation of women. The deconstruction of harmful masculinities is therefore vital to achieve safe and respectful work environments for staff and for the participants in our programs and projects.

This material builds on CARE's Gender Equity and Diversity (GED) training, and PSHEA training. Other activities from diverse sources have been brought in.

PURPOSE

This reflections guide is to equip key Safeguarding and PSHEA (Prevention of Sexual Harassment Exploitation and Abuse) focal points in CARE country offices with activities that will enable them to carry out a series of short reflection and dialogue sessions, primarily with male members of staff and men linked to programmes and projects, with the following objectives.

1. To enable reflection and dialogue to take place on the links between harmful masculinities, safe organizational cultures, and the prevention of SHEA in the workplace and in programme settings.
2. To contribute to changes in patriarchal attitudes and behavior of staff (particularly men) in support of gender equality, and to create a culture where SHEA is challenged and a zero-tolerance culture prevails.
3. To foster workplace environments and programmatic interventions that are safe, free from SHEA and that reflect CARE's Core values.
4. To strengthen women's rights and women's leadership with a support and allyship from men within CARE.

GUIDE FOR FACILITATORS

THEMES AND ACTIVITIES

Activities in this toolkit are organized by theme. The objective of these activities is to enable reflection and analysis of the implications these themes can have on the workplace environment, organizational culture, and programmatic interventions:

- Activity 1: Gender Equality
- Activity 2: Unhealthy Masculinities
- Activity 3: Power Flower
- Activity 4: Intersectionality
- Activity 5: SGBV
- Activity 6: Equitable Masculinities
- Activity 7: SH In the Workplace
- Activity 8: Borderline Behaviors
- Activity 9: Men's Role in Nurturing Safe Organizational Culture and Work Environment
- Activity 10: Allyship – Meaning and Practice
- Activity 11: Living Our Values in and Out of The Workplace
- Activity 12: Social Networking – Influencing Other Men

Each activity follows a standard format:

- Purpose
- Time
- Instructions (steps)
- Tips for facilitators

The activities are designed to be implemented with men's solidarity and allyship groups within CARE offices, to strengthen their knowledge, commitment and influence on other men to change and improve the working environment for women and marginalized groups. Many of the activities can be adjusted for use with mixed gender groups.

Ideally, all activities should be implemented sequentially in the order in which they are presented, allowing up to 2 hours for each activity. This could be through 12 monthly or bi-monthly sessions. Alternatively, shorter, less formal half-hourly or hourly sessions could be organized (for example "brown bag" lunchtime sessions), using selected parts of the activities in relation to specific topics of interest or need.

METHODOLOGY

This reflection guide uses a participatory, interactive, experiential learning methodology. The activities are designed to stimulate reflection, analysis and dialogue to enable participants to examine how social norms related to gender and power influence work environments and lead to SHEA.

The toolkit requires facilitators to have a solid grasp of the thematic content, be committed to gender equality and be skilled in the art of facilitation:

- Keeping an open mind and being curious.
- Respectfully challenging views that are not aligned to CARE's mission or core values.
- Questioning what, why and how we do things, and asking what, why and how others do things.
- Seeking alternative options for action.
- Comparing and contrasting different actions.
- Understanding things from different perspectives.
- Asking for others' ideas and viewpoints.
- Considering consequences, both good and bad.
- Synthesizing and testing new ideas; and
- Identifying and resolving problems.

Additionally, the facilitator should be able to deal with challenges and have a fidelity to the approach of this toolkit.

Dealing with Difficult Situations during facilitation

Although the facilitator should respect different viewpoints and ensure that participants feel heard and respected, it's important that the facilitator knows how to deal with difficult situations that may arise during the session. Occasionally participants may make statements that are not aligned with the values of this program and might even include some sexist, homophobic or racist comments. It might be useful at the beginning to set some ground rules, as while everyone has right to their opinion, this right doesn't include oppressing others with their views.

If a participant makes comments which justify inequalities or gender-based violence, including SHEA, the facilitator should challenge the opinion and offer an alternative viewpoint which is in line with the program's philosophy, or open this up to discussion within the group.

A few considerations ahead of the workshops:

- Participants learn in different ways. Using a mix of methods when creating your agenda for addressing inequitable masculinities and SHEA will help to address the diversity of learning styles in the group.
- Facilitators should leave space for participants to reflect on their own experiences to consolidate their learning so quiet time for reflection should be included.
- Some activities might be traumatizing for participants who might have experienced SHEA, while others could trigger trauma for those with non-confirming gender identities. Therefore, it is important that the facilitator addresses this at the start of the session and explains that participants can take a break from the session if they feel uncomfortable.
- If you are training participants who are well-versed in gender, you can spend less time on gender socialization and go more deeply into masculinities.
- After each activity, make sure to wrap up the discussion, summarize the intent of the activity and re-emphasize the key takeaways.
- Facilitators should also ensure that they obtain information on available GBV and psychosocial support services in the locations they lead the workshops in. This can be provided by GBV and protection staff and is also available in the No More directory <https://nomoredirectory.org>. Facilitators should also provide information on staff support and Employee Assistance Programmes that are offered by the employer.

ACTIVITY 1: GENDER EQUALITY**PURPOSE**

Through remembering early life experiences of awareness of being boys/men, participants identify how the socialization of masculinities can lead to boys/men having power and enjoying privilege, and to gender inequalities

Time: Up to 120 min

MATERIALS

- Private space where the discussion will not be disturbed

INSTRUCTIONS

Check-in

1. Welcome the participants to the activity and briefly outline the envisaged process (objective, how many activities, how frequent, etc.)
2. Invite the participants to introduce themselves and share why they decided to take part in reflection activities and what they hope to get out of them.
3. Brainstorm with the participants their commitments to ensuring that the reflection activities become and remain a safe space for sharing and learning together (basic ground rules). Write their proposals on a flipchart.

Relaxation and visualization exercise

1. Tell the participants that in this activity they will remember lived experiences in/through which they were conscious of being boys/men and reflect on the significance of those for their personal development.
2. Invite the participants to close their eyes and reduce any possible interference: noise, presence of people outside the group, etc.
3. With their eyes closed, invite participants to gradually loosen their body, freeing up from any tensions or problems, paying attention to their breathing. At the count of one ask them to breath in deeply and to exhale at the count of two, emptying their lungs of air. Repeat until the group is relaxed.
4. Read the following text in a soft, unhurried voice. "We are going to focus on remembering past experiences we have had during our lives, during our childhood, adolescence, and youth, in which we were aware of being men in society, of our masculinity".
5. Give a few moments for the participants to connect and remember experiences, before continuing:
 - "Think now about how those experiences unfolded and how you felt during them and immediately afterwards. What happened exactly? Who was present? What did they do? What did they talk about? What did you do? How did you feel during the experience? How did you feel immediately afterwards? How do you feel now?"
6. Allow the participants a few minutes to remember and process the experiences, before continuing:
 - "Now think of an animal that represents your masculinity."
 - Invite the participants to slowly open their eyes, taking deep breaths. If necessary, do some quick stretching exercises.

Reflections and discussion

1. In a circle, invite the participants to share the experience they remembered, and the feelings aroused in them. Allow time for all participants to share, or as many as want to. Ask them to share which animal they chose and why.
2. Facilitate dialogue and discussion using the following questions:
 - Listening to each other's memories of experiences of when we became aware of our masculinity (of being men), what factors are most common? (Write theses on a flipchart if possible)
 - Why do you think these factors emerged and not others?
 - How did these experiences influence our development as men?
 - How did they influence the way we relate with women? With other men? With transgender and gender non-conforming people?
3. Introduce the concepts of cis – and trans-
 - “Most people who are assigned female at birth identify as girls or women, and most people who are assigned male at birth identify as boys or men. These people are cisgender (or cis).
 - Some people have a gender identity that doesn't match the sex they were given at birth — for example, they were born with a vulva, vagina, and uterus, but they identify as male. These people are transgender (or trans). Transgender is the “T” in LGBTQI+”¹.
 - Explain that, when biological sex is stated at birth, it assigns an immediate identity to the babies.
4. Brainstorm with the group their understanding of “gender equality”, noting their ideas on flipchart paper.
5. Referring to the ideas from the previous brainstorming exercise, share the following concept of gender equality:
 - “Gender equality: the equal enjoyment by people of all genders and ages of rights, opportunities, resources and rewards. Equality does not mean that all genders are the same but that their enjoyment of rights, opportunities and life changes are not governed by whether they were born female or male”².
6. Continue dialogue and discussion using the following questions:
 - What is the difference between “sex” and “gender”? How do the two relate?
 - What types of power and privilege do (cis)men enjoy because of gender inequality?
 - What does that power and privilege look like in our society?
 - What does it look like in our work environments?

Proposals for change/action-taking

1. Invite participants to be aware in their work environments of situations where privilege (male or otherwise) is present and where individuals and/or groups have power over others; and the possible consequences of these.

¹ <https://www.plannedparenthood.org/learn/teens/all-about-sex-gender-and-gender-identity/what-do-transgender-and-cisgender-mean>

² From: Gender Equality and Women's Voice Guidance Note, CARE 2018, page 27

FACILITATOR'S NOTES

1. This activity can be used with men who have had little or no opportunity to think critically about masculinities but can also be used with those whose familiarity with the issues has been more from a technical or academic perspective.
2. Take enough time during the initial check in for the participants to get to know each other and feel comfortable in the group.
3. Consider carrying out the activity in the open-air if conditions allow for that and if the outside space you have access to guarantees privacy and comfort.
4. In gender diverse groups, adapt the reflection guide to address early experiences of becoming aware of being women, and/or in the case of transgender gender non-conforming people of discovering the contradictions between the gender assigned to them and their own growing awareness of self-identity.

ACTIVITY 2: UNHEALTHY MASCULINITIES³

<p>PURPOSE</p> <p>To reflect on aspects of masculinity that are unhealthy and cause harm, and to identify healthy expressions of masculinities that contribute to equitable work environments.</p>	<p>Time: Up to 120 min</p>
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MATERIALS

- Laptop/tablet, projector and screen or smart TV with internet connection.
- Colored markers, crayons, pencils
- Large sheets of quality flipchart paper
- Masking tape

INSTRUCTIONS

Check-in

1. If there are any new participants to the group, do a quick round of introductions.
2. Ask the group what they most remember about the previous session, for example, something new they learned, an “aha! moment”, something that surprised or challenged them, what they liked most, etc.
3. Invite participants to share the actions they took in relation to the previous session (as agreed at the end of the session) and the outcome(s) of these (reactions of others, conversations that ensued, changes made by them and others, etc.).

The Life of John – short film and analysis

1. Briefly introduce the “The Life of John” film highlighting the following:
 - It is a dialogue-free short animated film (21 minutes) that tells the story of John, a boy raised in a sexist society with rigid gender norms.
 - It takes us through his childhood and his relationship with his parents and friends, and also focuses on his first romantic relationship and sexual experience.
 - Several themes related to unhealthy masculinities are dealt with in the video: SGBV, IPV, violence between men, homophobia, SRHR including STI and unplanned pregnancy and responsible fatherhood.
2. Before showing the film [The Life of John⁴](#), invite participants to take notes (mental or other) on aspects of concepts and practices of masculinities in John’s life and culture that are healthy and unhealthy.

³ Adapted from [Aportes para el trabajo de sensibilización Equidad de géneros con jóvenes y adolescentes CARTILLA Nº 1](#), Asociación Civil Trama, Argentina.

⁴ Short film by Promundo

Reflections and analysis of the short film in plenary

1. After showing the film, use the following questions to facilitate discussion and dialogue:

Unpacking the film

- How did you feel watching the film? Why?
- What most caught your attention and why?
- What healthy concepts and practices of masculinities did you make a note of?
- What unhealthy concepts and practices of masculinities did you make a note of?
- What are the consequences of “unhealthy masculinities” and for whom?

Unhealthy masculinities and the workplace environment

- How do concepts and practices of unhealthy masculinities play out in our workplaces? With what consequence for the workplace environment and relationships?
- How does unhealthy masculinity increase the risk of SHEA?
- How would we describe “healthy masculinities”? (Brainstorm characteristics)
- What examples have we seen of endeavors to promote healthy masculinities in our workplace environments (by individuals or by the organization)? What effects have these had?
- How can healthy masculinity help to prevent SHEA from occurring?

Promoting healthy masculinities in the workplace

1. Form buzz groups (of 3-4 people) and ask them to reflect on the following question:
 - What can we do (as individuals and as an organization) in our workplaces to challenge unhealthy masculinities and promote healthy masculinities?
2. Invite each buzz group to design a poster, flyer or slogan that promotes healthy masculinities that they can place in strategic locations in the workspace.
3. Allow buzz groups time to share their poster, flyer or slogan

Proposals for change/action-taking

1. Invite participants to say where they plan to exhibit their posters, flyers, or slogans and to monitor reactions from colleagues, to feedback to the next session.
2. Ask each participant to commit to doing at least one of the things identified in the buzz groups previously, to promote healthy masculinities in the workplace. They can do this privately, or share their commitment with the group (this promotes greater accountability and shared responsibility).

FACILITATOR'S NOTES

1. Before the session, watch the film a couple of times and make a list of topics you think are most relevant to the group you are working with.
2. Avoid imposing your own judgments or interpretations. It is especially important that each participant expresses their own opinion.
3. Depending on the time you have available, the film can be shown without interruption, with a discussion at the end using the questions guides provided above. Alternatively, it can be shown in three parts (in one or three consecutive shorter sessions), with intermediate discussions to unpack the issues. Use the following links to access cuts of the film that focus on the following topics:
 - [Childhood: the socialization of masculinities](#)
 - [Adolescence: early plans and experiences, sexuality, love, romance](#)
 - [Young adulthood: sexual health, fatherhood, conflicts and resolutions](#)
4. In a longer session, you could also show the three cuts allowing time for reflection and analysis between each one.
5. The activity can be easily implemented in gender diverse groups. However, you can adapt the reflection guide to reflect on aspects of unhealthy masculinity from the perspective of female participants as well.

ACTIVITY 3: POWER FLOWER**PURPOSE**

Reflect on how belonging to different social identity groups can define our positions of privilege and/or disadvantage and the implications of complex social identities on day-to-day experiences and in our work environments. Discover how different privileges and/or disadvantages create power imbalance between staff members and how this links to SHEA.

Time: Up to 120 min

MATERIALS

- Colored markers, crayons, or pencils

PREPARATION

- Prepare copies of Power Flower template or plain paper to draw on

INSTRUCTIONS

Check-in

1. If there are any new participants to the group, do a quick round of introductions.
2. Ask the group what they most remember about the previous session, for example, something new they learned, an “aha! moment”, something that surprised or challenged them, what they liked most, etc.
3. Invite participants to share the actions they took in relation to the previous session (as agreed at the end of the session) and the outcome(s) of these (reactions of others, conversations that ensued, changes made by them and others, etc.).

My Power Flower Drawing⁵

1. Give each participant a copy of the Power Flow Handout and ask them to write their name in the middle of the flower.
2. Explain that the flower contains 8 pairs of petals, each of which is related to eight social identities that influence our individual identities.
3. Going through the 8 social identities one by one, invite the participants to write on each inner petal how they identify (e.g. “white” in the race petal, or “gay” in the sexual orientation petal).
4. Now ask them to write what they consider to be the dominant group for each of the 8 social identities. For example, for sexual orientation, one might write “straight.” If they are unsure of what the dominant group is, they can talk to those around them.
5. Invite the participants to choose 1 color that they associate with the dominant identity groups and 1 other color.

⁵ Adapted from: <https://forumea.org/wp-content/uploads/2019/04/Power-Flower.pdf>

Using their first color, ask them to color in the petals of the dominant identities – in both the inner and outer petals. Then ask them to color in the petals of non-dominant identities with the other color.

Reflections in pairs on the Power Flower drawings

1. In pairs, invite participants to share their power flowers –
 - What do they have in common?
 - What differences are there?
 - What else catches your attention?
2. Invite pairs to share their reflections with the wider group.
3. Facilitate dialogue and discussion using the following questions:
 - What are your reactions to drawing the power flower?
 - Which social identities are you most and least aware of? Are these dominant or non-dominant identities?
 - What questions does this activity raise about privilege and disadvantage?
 - Which combinations of identity afford most privilege?
 - Which combinations of identity increase the likelihood of discrimination?
 - How will reflecting on your social identities help you in understanding others?

Reflections on patriarchy, power and privilege in our work environment

1. Use the following questions to facilitate dialogue and discussion on patriarchy, power, and privilege in the work environment:
 - What privileges do we have in the workplace on account of our gender identity and expression (for example being cis men or women, or trans, or gender non-conforming)?
 - What are the consequences for our workplace of (cis)men having privileges just because they are (cis)men? (Invite participants to share experiences of witnessing abuse of privilege).
 - How are power and privilege related in the workplace?
 - How is (cis) men's power and privilege related to other systems of power and privilege (for example based on race, SOGI, religion, or other of the 8 social identities in the power flower)?
 - What can we do to challenge the abuse of power and privilege based on gender and other social identities (our own, that of others)?
 - How do you think these power imbalances and privileges can lead to an increase of SHEA?
2. Explain that SHEA can become possible, when there are power imbalances of power and opportunities for exploiting such kind of imbalances.

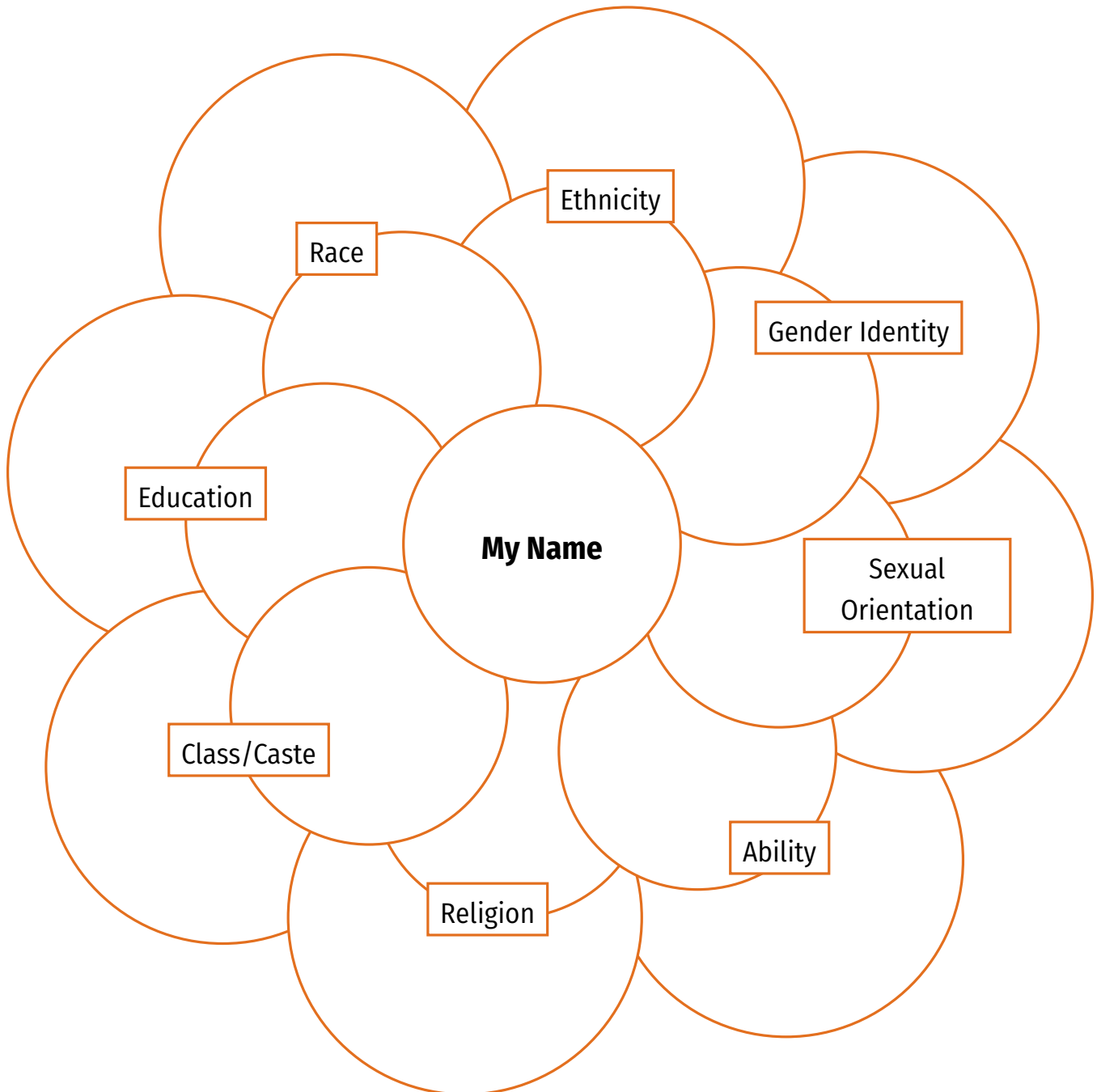
Proposals for change/action-taking

1. Invite participants to have conversations with work colleagues in their teams and/or projects they support:
 - With (cis)men on the privileges that they have in workspaces and how they use their power in positive and negative ways.
 - With (cis)women on how they perceive and experience male privilege and power within the workplace and in programmes.

- With transgender and gender non-conforming colleagues on their experiences of power and privilege in the workplace,
2. Ask them to take note of similarities and differences in the responses of their cis and transgender colleagues and think about why that might be.

FACILITATOR'S NOTES

1. The cultural and often legal context of the context you are working in will, to a large degree, determine the social identities that participants will identify and express, and those are the ones that you should work with. In countries that criminalise same sex relationships, for example, and/or in cultures where discriminatory attitudes to sexual diversity are commonplace, it is unlikely that sexual orientation or transgender identities will emerge as significant identity traits. In societal settings hostile to LGBTQI+ people, however, the latter may occur where the internal CARE country's organizational culture has embraced diversity, enabling LGBTQI+ people to feel accepted and safe to freely talk about their sexual identities. Notwithstanding, it is always important to reassert the need for confidentiality, empathy and solidarity when individuals share aspects of their identities that can expose them to exclusion, acts of discrimination and danger.
2. In gender diverse groups, adapt the reflection guide to address the power dynamics between genders as well.
3. Consider a possible extension to the Power Flower exercise if you are working with a group whose members are from different countries/cultures by doing the following:
 - Ask the participants to draw a third ring of petals that represents the host country society/culture (i.e. where they are currently residing).
 - Invite them to reflect on the similarities and differences of the power dynamics in the host country in comparison to their country/culture of origin.
 - If they have difficulty in responding, ask them what else do they need to know about the host country/culture to answer these questions. Invite participants from the host country to reply to that.



ACTIVITY 4: INTERSECTIONALITY**PURPOSE**

Facilitate analysis of the concept of “intersectionality” and on how the use of an “intersectionality lens” can enable us to identify and challenge discriminatory and harmful practices in the workplace and programme interventions; and use these to identify different SHEA risks and mitigate those risks.

Time: Up to 120 min

MATERIALS

- Laptop/tablet, projector and screen or smart TV with internet connection.

INSTRUCTIONS

Check-in

1. If there are any new participants to the group, do a quick round of introductions.
2. Ask the group what they most remember about the previous session, for example, something new they learned, an “aha! moment”, something that surprised or challenged them, what they liked most, etc.
3. Invite participants to share the actions they took in relation to the previous session (as agreed at the end of the session) and the outcome(s) of these (reactions of others, conversations that ensued, changes made by them and others, etc.).

What is Intersectionality?

1. Do a quick brainstorm with the participants, writing their responses on flipchart paper:
 - What do we understand by “intersectionality”?
2. Show one (or more) of the following short videos, choosing those that you think are most appropriate for your context:
 - [What is Intersectionality?](#)⁶ Uses easily comprehensible graphics and language to explain the concept, highlighting the intersections between sexism, racism, heterosexism and ageism. Breaks down complex concepts of intersectionality.
 - [What is Intersectionality and Why is it Important?](#)⁷ Conversation between two co-workers, emphasizing discrimination based on sexual orientation and how it intersects with other forms of discrimination. Highlights equal marriage between two women of different races and cultural backgrounds. Breaks down complex conceptualization of intersectionality.
 - [Intersectionality](#)⁸ Contrasts realities of 3 people with diverse identities living in USA, using accessible graphics and language. Focuses initially on intersections between gender and race, moving into more complex

⁶ Commissioned and Produced by Professor [Peter Hopkins](#), Newcastle University, UK.

⁷ Produced by [Always Designing for People ADP](#) a USA based company that describe itself as a “comprehensive global provider of cloud-based human capital management (HCM) solutions”.

⁸ Produced by Teaching Tolerance, a project of the Southern Poverty Law Center, whose mission is to prevent the growth of hate and help teachers and schools educate children and youth to be active participants in a diverse democracy.

intersectionalities that include (dis)abilities, class, educational achievements, religion and nationality. Discrimination based on SOGIE is not covered.

3. After showing the video, allow for comments from the participants:
 - What most caught your attention and why?
 - What ideas or concepts did you find most difficult to capture?
 - Why do you think intersectionality matters for the purposes of SHEA prevention and risk mitigation?
4. Tell the participants that you will show the video a second time, and that they should ask for the video to be paused if there is an idea, concept or phrase they don't understand and/or would like to reflect on, analyze, unpack further. Take the initiative, too, yourself and pause the video where you feel clarification and other discussion is needed.
5. Summarize “intersectionality” using the following key messages:
 - *“The interconnected nature of social categorizations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage; a theoretical approach based on such a premise”.* (Oxford Dictionary)
 - ‘Intersectionality’ refers to the ways in which different aspects of a person’s identity can expose them to overlapping forms of discrimination and marginalization.⁹
 - Each of us has a series of “identity markers” (for example, gender, race, class, sexual orientation, disability) that determine our relationship to dominant and/or marginalized groups. In belonging to dominant groups, we have access to power and privileges; in contrast those in marginalized groups face disadvantages and discrimination.
 - Intersectionality recognizes that identity markers (e.g. “woman” and “black”) do not exist independently of each other, and that each informs the others, often creating a complex convergence of oppression.
 - Understanding intersectionality is essential to combatting the interwoven prejudices people face in their daily lives.
6. Clarify that privilege refers to certain social advantages, benefits, or degrees of prestige and respect that an individual has by virtue of belonging to certain social identity groups. Having privilege does not mean that an individual is immune to life’s hardships, but it does mean having an unearned benefit or advantage one receives in society by nature of their identity.
7. Form buzz groups of 2 or 3 participants and invite them to discuss the following, giving a few minutes between each question before moving on to the next:
 - Which of your own “identity markers” puts you in dominant groups?
 - What power and privileges do you experience in society as a result of belonging to one or more dominant group?
 - What measures have you taken to disassociate yourself from the power and privileges of your dominant group(s) and support or show solidarity with their respective marginalized group(s)? With what consequences? (If not, why not?)

⁹ <https://www.vic.gov.au/understanding-intersectionality>

8. In plenary, use the following question to invite participants to share reflections:
 - Looking through an “intersectionality lens”, what are the implications for the ways that power and privilege are played out, in both formal and informal settings:
 - In our workplaces
 - In the programmes and projects that we support directly?
 - How can the application of an intersectional analysis contribute to a safe and secure work environment for all members of staff?
 - What can you (alone and/or with others) do to challenge discriminatory attitudes and behavior of colleagues that belong to the same dominant group(s) as you? (in the workplace and/or in the field)
 - What can you do to support colleagues that are in multiple marginalized groups?
 - What can you do if you yourself belong to one or more marginalized groups?

Proposals for change/action-taking

1. Brainstorm with participants actions that they can take to share with other colleagues in their workplaces the meaning of “intersectionality” and implications for the work environment and programme interventions.
2. Get each participant to commit to at least one action.

FACILITATOR’S NOTES

1. It is a good idea to have carried out the previous “Power Flower” activity before doing this one, as participants can refer to the different dimensions of their own identities as they deepen their understanding of intersectionality.
2. The activity can be used in gender diverse and mixed groups. In order to facilitate discussion in mixed groups, consider posing questions gender and age as a part of intersectional lens.
3. In order to clarify the link between intersectionality and SHEA prevention and risk mitigation, it might be useful to refer back to the previous activity. Power imbalances and opportunities for exploiting power imbalances can increase the risk of SHEA. Some groups can be at a higher risk of SHEA or might have more disadvantages compared to the other groups. Having intersectional lens can help to identify those power imbalances and underlying vulnerabilities.

ACTIVITY 5: GBV/SHEA¹⁰**PURPOSE**

To deepen participants' knowledge of GBV, clarify myths and doubts related to the causes of GBV and discuss how GBV/SHEA is manifested in the work environment.

Time: Up to 120 min

MATERIALS

- Flipchart paper
- Markers, masking tape

PREPARATION

- Prepare copies of Statement Cards (see below)
- Prepare copies of What is Gender Based Violence handout (see below)

INSTRUCTIONS

Check-in

1. If there are any new participants to the group, do a quick round of introductions.
2. Ask the group what they most remember about the previous session, for example, something new they learned, an “aha! moment”, something that surprised or challenged them, what they liked most, etc.
3. Invite participants to share the actions they took in relation to the previous session (as agreed at the end of the session) and the outcome(s) of these (reactions of others, conversations that ensued, changes made by them and others, etc.).

Group work

1. Divide participants into five groups.
2. Give each group 2 statement cards about violence against women (see below). Ask them to discuss if they think the statements are true or false and to explain their reasons. They do not have to reach a consensus.

Plenary

1. Ask the groups, one by one, to share the first statement they were given (they can hold it up for other to see or post it on a wall or flipchart stand) and their reflections on it. Allow time for others to share their reactions and observations without going into in-depth discussion. Challenge any contributions that are inaccurate or contentious.
2. Repeat the above for the second statement each group was given.

¹⁰ This session draws from the following sources: A Community Mobilisation Training Manual for Preventing men's use of violence against women, Sonke/WITS, South Africa, 2016; GED 401, CARE; [Gender-Based Violence: a Primer—Facilitator Guide – IGWG, USAID](#)

3. Use the following questions to facilitate discussion and dialogue:
 - What do you think are the underlying causes of men's violence against women?
 - How does men's violence against women affect women physically, emotionally, economically, socially and psychologically?
 - How have you seen GBV expressed in your work environment(s), past and present?
 - How do SHEA and GBV relate?

What is GBV?

1. Give a copy of the handout below What is Gender Based Violence (GBV)? to the participants and go through it with them, highlighting the major points of interest.
2. Explain that all the statements shared in the first part of the exercise are myths about GBV that attempt to explain it or justify it. Such views lead to a perception that GBV is rare or exceptional and/or that it is caused by factors outside of men's control. These views place the blame on women for the violence they experience ('victim blaming').

Proposals for change/action-taking

1. Close the session, using the following questions:
 - What can we do to prevent and address sexual and gender-based violence, in our workplace and the communities where we work. How can we support survivors/victims of GBV?
2. Invite each participant to commit to one action to address GBV in a formal or informal workspace (e.g. staff meetings, chat groups, recreational spaces etc.) that they will take before the next session.

FACILITATOR'S NOTES

1. During the discussion on the causes of GBV, refer to previous sessions on unhealthy masculinities, power, privilege etc., and emphasise that patriarchal masculinities are the root cause of GBV.
2. Highlight the following key ideas as secondary causes, risk factors and /or drivers of GBV:
 - Poverty and war are risk factors and may exacerbate levels of GBV but are not the cause of violent behavior in men. GBV cuts across socio-economic levels. There are many men living in poverty or war who are not violent toward women, and there are many men in higher economic brackets or non-conflict settings that are violent toward women.
 - Substance abuse may precipitate violent behavior. However, neither alcohol or drugs, nor the victim should be blamed in these situations. Violence against women is unacceptable under all circumstances.
 - Disagreements and disputes may be inevitable parts of intimate partner relations. However, violence as a way to resolve those disputes is not. Violence is a learned behavior and can be unlearned.
 - Like any other men, some men with mental health issues perpetrate violence. However, violence is not a symptom or behavior limited to those with poor mental health. Many men with mental health problems do not use violence.
 - Male violence is not genetically based; it is perpetuated by a model of masculinity that permits and encourages men to be dominant. It is up to us as individuals, communities, and society to change these gender norms so that men's violence against women is not accepted or tolerated.

STATEMENT CARDS

Statement 1: Domestic quarrels, fights and wife-beating are characteristics of the lives of uneducated and poor people and members of the lower social classes.

Statement 2: Women provoke violence against themselves by behaving inappropriately, and not adhering to rules and norms of their cultures.

Statement 3: If women, who are victims of domestic violence, wanted to leave, they could leave. If they stay, they must find some masochistic pleasure in the beatings.

Statement 4: The perpetrators of violence against women are a minority group of men with mental health issues.

Statement 5: Poverty or war lead to attacks on and abuse of women.

Statement 6: Gender-based violence is caused by substance abuse such as alcohol and/or drugs.

Statement 7: Gender-based violence is an inevitable part of intimate partner relations.

Statement 8: Violence against women is an inherent part of maleness or a natural expression of male sexual urges.

Statement 9: It's fine to have a sexual or a romantic relationship with a programme participant as soon as they also seem to be interested in it.

Statement 10: Circulating photos of women in bikinis or shirtless men to show body progress after engaging in gym is an inappropriate behavior that can cause harm.

HANDOUT: WHAT IS GENDER BASED VIOLENCE (GBV)?¹¹

Gender-based violence (GBV) refers to all violence that stems from entrenched gender norms and relations that produce gender inequalities. When patriarchal societies bestow power, opportunities, rights and privileges to men (whilst systematically denying them to women) violence is generated and wielded against women by individual men, groups of men, and societal institutions dominated and controlled by men. By doing so they perpetuate their power and privileges.

Whilst both men and women can and do experience violence, in defining GBV, it is important to understand how gender norms determine the ways that violence affects both men's and women's lives.

“Although both men and women can be victims as well as perpetrators of violence, the characteristics of violence most commonly committed against women differ in critical respects from violence commonly committed against men. Men are more likely to be killed or injured in wars or youth – and gang-related violence than women, and they are more likely to be physically assaulted or killed on the street by a stranger. Men are also more likely to be the perpetrators of violence, regardless of the sex of the victim. In contrast, women are more likely to be physically assaulted or murdered by someone they know, often a family member or intimate partner. They are also at greater risk of being sexually assaulted or exploited, either in childhood, adolescence, or as adults”¹².

¹¹ Adapted from A Community Mobilisation Training Manual for Preventing men's use of violence against women, Sonke/WITS, South Africa, 2016

¹² Ellsberg M, and Heise L. Washington DC, United States: [Researching Violence Against Women: A Practical Guide for Researchers and Activists](#) World Health Organization, PATH; 2005.

HANDOUT: GBV AND VIOLENCE AGAINST WOMEN (VAW)¹³

The term Violence Against Women (VAW) is often used interchangeably with GBV, given that the vast majority of those who experience GBV are girls and women, and that most perpetrators are men. VAW refers to women's individual experiences of violence. It includes physical, psychological, sexual and economic violence committed by men against women. VAW also encompasses the discrimination and violence that is promoted and perpetuated by patriarchal institutions and norms.

The United Nations Declaration on the Elimination of Violence against Women¹⁴ defines VAW as: "...any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life."

The Declaration stated that such violence encompasses, but is not limited to, the following:

1. Physical, sexual and psychological violence occurring in the family; including battering, sexual abuse of female children in the household, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women, non-spousal violence and violence related to exploitation.
2. Physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women and forced prostitution;
3. Physical, sexual and psychological violence perpetrated or condoned by the State, wherever it occurs" (Article 2 DEVAW).

Violence against women also includes:

- Forced sterilization and forced abortion
- Coercive or forced contraceptive use
- Female infanticide and prenatal sex selection
- Women's human rights violations in situations of armed conflict – particularly murder, systematic rape, sexual slavery and forced pregnancy.

The Beijing Platform for Action identified as particularly vulnerable to violence those "belonging to minority groups, indigenous women, refugee women, women migrants, women in poverty living in rural or remote communities, destitute women, women in institutions or in detention, female children, women with disabilities, elderly women, displaced women, repatriated women, women living in poverty and women in situations of armed conflict, foreign occupation, wars of aggression, civil wars, [and] terrorism including hostage taking..."¹⁵

¹³ Information in this sub section is taken from "Gender-based violence in the world of work: Overview and selected annotated bibliography" by Adrienne Cruz and Sabine Klinger/International Labour Office. – Geneva: ILO, 2011. The original source is the: UNFPA, "State of World Population Report 2005"

¹⁴ Declaration on the Elimination of Violence against Women, adopted by the United Nations General Assembly (A/ RES/48/104), New York, 20 December 1993.

¹⁵ Platform for Action and the Beijing Declaration, Fourth World Conference on Women, Beijing, 4-15 September 1995, paragraphs 114-116.

ACTIVITY 6: EQUITABLE MASCULINITIES**PURPOSE**

To deepen understanding of 'equity' and 'equality', how they interrelate and the implications of (in)equitable masculinities for our work environments including for the risk of SHEA.

Time: Up to 120 min

MATERIALS

- A5 size cards or post-its.

PREPARATION

- Prepare large images of the “equality”, “equity” and “justice” images used in the activity or laptop/tablet, projector and screen or smart TV with internet connection.

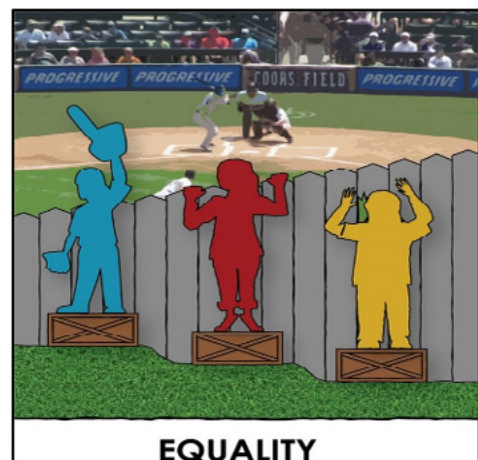
INSTRUCTIONS

Check-in

1. If there are any new participants to the group, do a quick round of introductions.
2. Ask the group what they most remember about the previous session, for example, something new they learned, an “aha! moment”, something that surprised or challenged them, what they liked most, etc.
3. Invite participants to share the actions they took in relation to the previous session (as agreed at the end of the session) and the outcome(s) of these (reactions of others, conversations that ensued, changes made by them and others, etc.).

What do you see? – Reflections and analysis in plenary¹⁶

1. Show the participants the following picture and ask for their reactions:
 - What do you see?
 - How do you feel?
 - How do you think the three spectators on the crates feel?



¹⁶ Adapted from material in <https://culturalorganizing.org/the-problem-with-that-equity-vs-equality-graphic/> and <https://medium.com/@CRA1G/the-evolution-of-an-accidental-meme-ddc4e139e0e4#tm1cbg2vn>

2. Now show the next picture and ask the same questions



3. Ask the following questions, if these issues have not yet emerged:
 - What is the significance (symbolism) of the different levels of ground?
 - What is the significance (symbolism) of the different heights of the fence?
4. Facilitate a discussion around equality and equity and how they relate to each other. Make sure to bring out the following ideas:
 - Equality is everyone starting at the same place.
 - Equity is everyone getting what they need.
 - Equality is not always justice
 - Fair doesn't mean equal
 - Equity = Fairness
 - We must first ensure equity before we can enjoy equality.

“In the first of two images, all three people have one crate to stand on. In other words, there is “equality,” because everyone has the same number of crates. While this is helpful for the middle-height person, it is not enough for the shortest and superfluous for the tallest. In contrast, in the second image there is “equity” — each person has the number of crates they need to fully enjoy the game”.

<https://culturalorganizing.org/the-problem-with-that-equity-vs-equality-graphic/>

Equality is when everyone is treated in the same way, without giving any effect to their need and requirements. The central idea of equality is that all the individuals gets equal treatment in the society and are not discriminated on the basis of race, sex, caste, creed, nationality, disability, age, religion and so forth.

Equity can be defined as the quality of treating individuals fairly based on their needs and requirements. Equity ensures that all the individuals are provided the resources they need to have access to the same opportunities.

https://www.researchgate.net/post/Equality_implies_sameness_Equity_implies_fairness_What_is_the_difference_between_Equality_Equity_Please_give_your_opinion

5. Keeping both pictures visible, use the following question to stimulate further reflection and dialogue:

- What do you think are the root causes of the inequities/inequities that the pictures portray? (*Think about the fence!*)

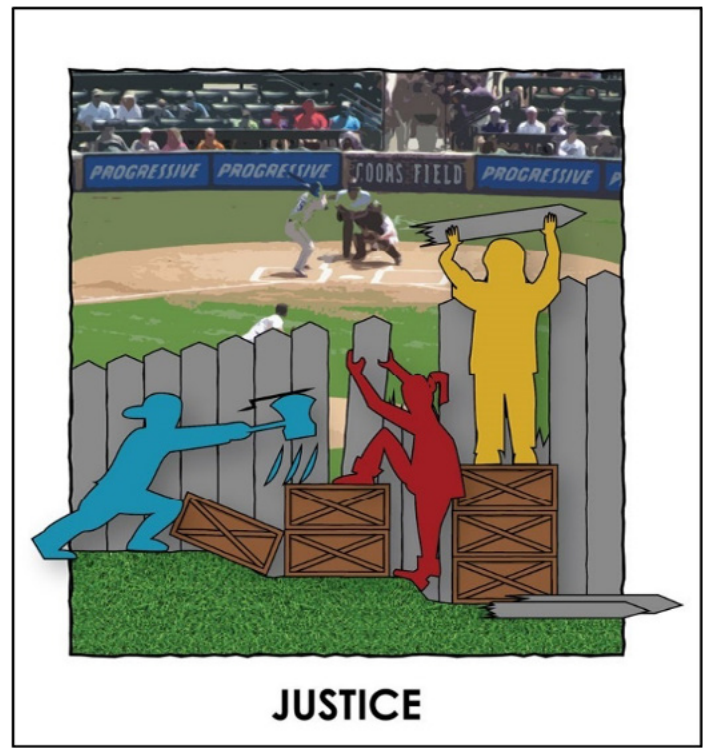
Some ideas you may want to emphasize are:

- The problem is not in the characteristics of the individual spectators, it is rather a structural and systemic one that produces unequal opportunities for the spectators.
- The root causes of social inequities are related to context, culture and history.
- Racism, for example, is rooted in a history of oppression, from colonization and slavery to current day systemic racism that is embedded in culture and societal institutions.
- Sexism is rooted in centuries of patriarchy and the notion of men’s superiority over women.
- Achieving equity/justice demands an “equality of outcomes” approach rather than an “equality of inputs” one.
- When people with unequal opportunities are treated the same, inequities are reinforced and perpetuated.
- To achieve equality, equitable measures are necessary to assure that those who are disadvantaged have access to equal opportunities and resources.

¹⁷ Ideas taken and adapted from: <https://equity.wordpress.fos.auckland.ac.nz/2016/11/05/that-equity-vs-equality-graphic/>

6. Show the participants this third picture and ask for their reactions:

- What do you see?
- How do you feel?
- What has changed?
- How do you think those changes came about?
- What else is needed for justice to be achieved?



(In)equitable masculinities

1. Brainstorm with the group using the following question:
 - What do you understand by the term “equitable masculinities”?
2. In plenary, invite participants to share:
 - Expressions of “equitable masculinities” that they have experienced or witnessed in their workplaces.
 - Expressions of “inequitable masculinities” that they have experienced or witnessed in their workplaces.
 - Factors that inhibit and enable expressions of “equitable masculinities” in their workplaces.
 - How inequitable masculinities are linked to SHEA.

Proposals for change/action-taking

1. Give each participant two A5 size cards or post-its. Invite them to write:
 - First card: My commitment to being a gender equitable man in the workplace (something I will do that breaks with patriarchal norms around masculinity and contribute to gender justice)
 - Second card: My commitment to promoting gender equitable masculinities among my male colleagues.
2. Invite participants to share their commitments with the other members of the group and state one immediate action they will take before the next session.
3. Ask the group to think about and record how being a gender equitable man can help with the prevention of sexual harassment exploitation and abuse.

FACILITATOR'S NOTES

1. Several versions of the “equality/equity” pictures exist with different emphasis. The original ones created by Craig Froehle and his critique of subsequent versions can be accessed here: [The evolution of an accidental meme](#).
2. Be aware of any analysis by participants to place the blame for inequalities on those who experience them, and/or to locate the initial inequity in the characteristics of people or groups of people. Use the metaphor of the fence to highlight the importance of the obstacles created by sociocultural and historical contexts. See: <https://culturalorganizing.org/the-problem-with-that-equity-vs-equality-graphic/>, <https://equity.wordpress.fos.auckland.ac.nz/2016/11/05/that-equity-vs-equality-graphic/> and <https://medium.com/@CRA1G/the-evolution-of-an-accidental-meme-ddc4e139e0e4#tm1cbg2vn>

ACTIVITY 7: SEXUAL HARASSMENT IN THE WORKPLACE¹⁸

<p>PURPOSE</p> <p>Deepen understanding of what Sexual Harassment in the workplace looks like, how it links to inequitable masculinities and the effects it has on women and work environments.</p>	<p>Time: Up to 120 min</p>
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INSTRUCTIONS

Check-in

1. If there are any new participants to the group, do a quick round of introductions.
2. Ask the group what they most remember about the previous session, for example, something new they learned, an “aha! moment”, something that surprised or challenged them, what they liked most, etc.
3. Invite participants to share the actions they took in relation to the previous session (as agreed at the end of the session) and the outcome(s) of these (reactions of others, conversations that ensued, changes made by them and others, etc.).

Story telling session

1. Before this activity starts read through the stories at the end of this activity and choose 2 or 3 that you want to use (or more if time permits).
2. Take time to review each story and make any adaptations that you think are needed for your context and purposes. For example, use local names, change jobs/roles of characters, use colloquial terms and appropriate language.
3. Tell the participants that this will be a story telling session and that you will be reading each story slowly and in sections, leaving time between each section for reflections, discussion and dialogue on the emerging issues.
4. Encourage participants to share their thoughts, opinions and ideas freely.
5. Take some time at the end of each story to:
 - Invite participants to share any experiences they may have witnessed (within CARE or in previous work settings) and how these were approached and resolved (or not). *(Please note that disclosures about incidents will be reported as per the CI Safeguarding – PSHEA policy)*
 - Analyze the implications for CARE’s work environment when attitudes and behaviors similar to those expressed in the story occur.

Proposals for change/action-taking

1. Invite the participants to think about 2 or three main points that caught their attention during this activity (new learnings, “a-ha” moments, insights, etc.). Participants can if they wish share some of these in plenary.
2. Ask the participants to hold conversations with other work colleagues on those main learning points before the next session together.

¹⁸ Designed using material and case studies included in: New York State (2018). [Model Sexual Harassment – Prevention Training](#).

FACILITATOR'S NOTES

1. The stories included below are taken from a resource developed by the State of New York, USA in 2018 entitled: Model Sexual Harassment – Prevention Training. As stated above, some of the characters, situations and use of language may need adapting for your own context and purposes.
2. Take enough time to read and fully understand the stories and the issues they raise before the activity.
3. Don't be content with "true" or "false" answers! Ask the participants to justify their responses and probe other opinions and positions, before sharing with them why the response is true or false. In most cases, it is probable that one or more of the participants will already have expressed similar ideas and opinions to the "right" answers.
4. An alternative to facilitating the stories yourself (when you have sufficient time) is to form small group and give each one a story to analyze. Remove the answers from each story before doing so and make sure that in each group they pause after each section to reflect on and discuss the questions. Each group can then present their story and analysis of it in a plenary session.

STORY 1: Workplace Dating and Romance

1. Read the following text to the group:

Li Yan's coworker Ralph has just been through a divorce. He drops comments on a few occasions that he is lonely and needs to find a new girlfriend. Li Yan and Ralph have been friendly in the past and have had lunch together in local restaurants on many occasions. Ralph asks Li Yan to go on a date with him—dinner and a movie. Li Yan likes Ralph and agrees to go out with him. She enjoys her date with Ralph but decides that a relationship is not a good idea. She thanks Ralph for a nice time but explains that she does not want to have a relationship with him. Ralph waits two weeks and then starts pressuring Li Yan for more dates. She refuses, but Ralph does not stop. He keeps asking her to go out with him.

2. Use the following questions to stimulate analysis and dialogue among the participants before revealing if the correct answer is true or false.

Question 1. When Ralph first asked Li Yan for a date, this was sexual harassment. True or False?

FALSE: Ralph's initial comments about looking for a girlfriend and asking Li Yan, a coworker, for a date are not sexual harassment. Even if Li Yan had turned Ralph down for the first date, Ralph had done nothing wrong by asking for a date and by making occasional comments that are not sexually explicit about his personal life.

Question 2. Li Yan cannot complain of sexual harassment because she went on a date with Ralph. True or False?

FALSE: Being friendly, going on a date, or even having a prior relationship with a coworker does not mean that a coworker has a right to behave as Ralph did toward Li Yan. She has to continue working with Ralph, and he must respect her wishes and not engage in behavior that has now become inappropriate for the workplace.

3. Continue reading the story:

Li Yan complains to her supervisor, and the supervisor (as required) reports her complaint to the person designated by her employer to receive complaints. Ralph is questioned about his behavior and he apologizes. He is instructed by the designated person to stop. Ralph stops for a while but then starts leaving little gifts for Li Yan on her desk with accompanying love notes. The love notes are not overtly offensive, but Ralph's behavior is starting to make Li Yan nervous, as she is afraid that he may start stalking her.

4. Use the following question to stimulate analysis and dialogue among the participants before revealing if the correct answer is true or false.

Question 3. Ralph's subsequent behavior with gifts and love notes is not sexual harassment because he has stopped asking Li Yan for dates as instructed. He is just being nice to Li Yan because he likes her. True or False?

FALSE: Li Yan should report Ralph's behavior. She was entitled to have effective assistance in getting Ralph to stop his inappropriate workplace behavior. Because Ralph has returned to pestering Li Yan after being told to stop, he could be subject to serious disciplinary action for his behavior.

STORY 2: Relocating to a New Office

1. Read the following text to the group:

Sharon transfers to a new location with her employer. Her new supervisor, Paul, is friendly and helps her get familiar with her new job duties. After a few days, when no one else is around, Paul comes over to Sharon's work area to chat. Paul talks about what he did last night, which was to go to a strip club. Sharon is shocked that Paul would bring up such a topic in the workplace and says nothing in response. Paul continues talking and says that all the women in the office are so unattractive that he needs to get out and "see some hot chicks" once in a while. He tells Sharon he is glad she joined the staff because, unlike the others, she is "easy on the eyes." Sharon feels very offended and demeaned that she and the other women in her workplace are being evaluated on their looks by their supervisor.

2. Use the following questions to stimulate analysis and dialogue among the participants before revealing if the correct answer is true or false.

Question 1. Because Paul did not tell Sharon that she is unattractive, he has not harassed her.
True or False?

FALSE: Paul has made sexually explicit statements to Sharon, which are derogatory and demeaning to Sharon and her female coworkers. It does not matter that Paul supposedly paid Sharon a "compliment." The discussion is still highly offensive to Sharon, as it would be to most people in her situation.

Question 2. By bringing up his visit to the strip club, Paul is engaging in inappropriate workplace behavior. True or False?

TRUE: Simply bringing up the visit to the strip club is inappropriate in the workplace, especially by a supervisor, and it would be appropriate for Sharon to report this conduct. A one-time comment about going to a strip club is behavior that Paul would be told to stop, even though it probably would not rise to the level of unlawful harassment, unless it was repeated on multiple occasions.

Question 3. Paul should be instructed to stop making these types of comments, but this is not a serious matter. True or False?

FALSE: Paul's comments about the female employees are a serious matter and show his contempt for women in the workplace. Paul is required to behave appropriately and must not exhibit contempt for employees on the basis of sex or any protected characteristic. Sharon should not have to continue to work for someone she knows harbors such contempt for women, nor should the other employees have to work for such a supervisor. Management should be aware of this, even if the other employees are not, and Paul should be disciplined and, most likely, removed from his current position.

STORY 3: Calm Down! It's Just a Joke.

1. Read the following text to the group:

Carla works as a water and sanitation engineer in humanitarian response. Some of her male coworkers think it is fun to tease her by asking her questions about her private life and sexuality. Carla often hears comments like “Babe, if you continue working in this sector, no one will find you sexy!” in a joking manner. Also, she hears people talking about her sex life and how ‘desperate’ she must be.

2. Use the following questions to stimulate analysis and dialogue among the participants before revealing if the correct answer is true or false.

Question 1. Women in manual/ engineering jobs should expect teasing and should not take the joking comments too seriously. True or False?

FALSE: Referring to an adult at workplace with nicknames with sexual connotations such as ‘babe’, asking questions about their social or sexual life, and spreading lies or rumors about one’s personal sex life are sexual harassment. If at any point Carla wants to address this, she is entitled to complain of the behavior and have it stopped, regardless of whether and for how long she has endured the behavior without complaint. Carla can always say when enough is enough.

Question 2. Carla cannot complain, because the Team Leader sometimes joins in with the joking behavior, so she has nowhere to go. True or False?

FALSE: Carla can still complain to management or through the reporting hotline so that the behavior bothering Carla can be stopped. The employer is responsible for assuring that all employees are aware of its anti-harassment policies and procedures. Equally employees should ensure that they are familiar with organizational policies and procedures.

3. Continue reading the story:

Some of Carla’s other coworkers believe that the job she does is a “man’s job” and that she must get very physically tired. On one occasion, a coworker came over to her and tried to massage her neck and shoulders.

4. Use the following question to stimulate analysis and dialogue among the participants before revealing if the correct answer is true or false.

Question 3. This behavior is not sexual harassment as the aim was to try and help her relax. True or False?

FALSE: The behavior is sexual harassment. Invading someone’s personal space and initiating physical touch is not an acceptable behavior in the workplace.

5. Continue reading the story:

STORY 3: Calm Down! It's Just a Joke. (cont.)

Carla complains about the jokes, touching, and other behaviors, and an investigation is conducted. As the investigation continues, the supervisor speaks with Carla and tells her to come to him immediately if she has any further problems. Carla then finds that someone has urinated in her toolbox.

6. Use the following question to stimulate analysis and dialogue among the participants before revealing if the correct answer is true or false.

Question 4. There is nothing Carla can do because she can't prove who vandalized her toolbox. True or False?

FALSE: Carla should speak to her supervisor immediately, or contact any other person designated by her employer to receive complaints directly. Although the situation has become very difficult, it is the employer's responsibility to support Carla and seek a solution. An appropriate investigation must be promptly undertaken, and if the investigation is upheld disciplinary action must follow.

STORY 4: Up, Close and Personal

1. Read the following text to the group:

Sebastian has noticed that his new boss, James, leans extremely close to him when they are going over the reports that he prepares. He touches his hand or shoulder frequently as they discuss work. Sebastian tries to move away from him in these situations, but he doesn't seem to get the message.

2. Use the following question to stimulate analysis and dialogue among the participants before revealing if the correct answer is true or false.

Question 1. Sebastian should just ignore James's behavior. True or False?

FALSE: If Sebastian is uncomfortable with James's behavior, he has options. If he feels comfortable doing so, he should tell James to please back off because his closeness and touching make him uncomfortable. Another option is to complain directly to a person designated by his employer to receive complaints, who will speak with James..

3. Continue reading the story:

Before Sebastian gets around to complaining, James brushes up against his back in the conference room before a meeting. He is now getting really annoyed but still puts off doing anything about it. Later James "traps" Sebastian in his office after they finish discussing work by standing between him and the door of the small office. Sebastian doesn't know what to do, so he moves past him to get out. As he does so, James runs her hand over Sebastian's chest.

4. Use the following questions to stimulate analysis and dialogue among the participants before revealing if the correct answer is true or false.

Question 2. James's brushing up against Sebastian in the conference room could just be inadvertent and does not give Sebastian any additional grounds to complain about James. True or False?

FALSE: James is now engaging in a pattern of escalating behavior. Given the pattern of him "too close" and "touching" behavior, it is unlikely that this was inadvertent. Even before being "trapped" in James's office, Sebastian should have reported all of the behaviors he had experienced that had made him uncomfortable.

Question 3. James touching Sebastian's chest is inappropriate but is probably not unlawful harassment because it only happened once. True or False?

FALSE: Any type of sexual touching is very serious and does not need to be repeated to constitute sexual harassment. Sebastian should immediately report it without waiting for it to be repeated. James can expect to receive formal discipline, including possible firing.

STORY 5: You'll Get the Promotion if...

1. Read the following text to the group:

Tatiana is hoping for a promotion to a position that she knows will become vacant soon. She knows that her boss, David, will be involved in deciding who will be promoted. She tells David that she will be applying for the position, and that she is very interested in receiving the promotion. David says, "We'll see. There will be a lot of others interested in the position."

A week later, Tatiana and David travel together on business, including an overnight hotel stay. Over dinner, David tells Tatiana that he hopes he will be able to promote her, because he has always really enjoyed working with her. He tells her that some other candidates "look better on paper" but that she is the one he wants. He tells her that he can "pull some strings" to get her into the job and Tatiana thanks David. Later David suggests that they go to his hotel room for "drinks and some relaxation." Tatiana declines his "offer."

2. Use the following question to stimulate analysis and dialogue among the participants before revealing if the correct answer is true or false.

Question 1. David's behavior could be harassment of Tatiana. True or False?

TRUE: David's behavior as Tatiana's boss is inappropriate, and Tatiana should feel free to report the behavior if it made her uncomfortable. It is irrelevant that this behavior occurs away from the workplace. Their relationship is that of supervisor and supervisee, and all their interactions will impact the workplace.

3. Continue reading the story:

After they return from the trip, Tatiana asks David if he knows when the job will be advertised so that she can apply. He says that he is not sure, but there is still time for her to "make it worth his while" to pull strings for her. He then asks, "How about going out to dinner this Friday and then coming over to my place?"

4. Use the following question to stimulate analysis and dialogue among the participants before revealing if the correct answer is true or false.

Question 2. David engaged in sexual harassment. True or False?

TRUE: It is now evident that David has offered to help Tatiana with her promotion in exchange for sexual favors.

5. Continue reading the story:

Tatiana, who really wants the position, decides to go out with David. Almost every Friday they go out at David's insistence and engage in sexual activity. Tatiana does not want to be in a relationship with David and is only going out with him because she believes that he will otherwise block her promotion.

STORY 5: You'll Get the Promotion if... (Cont.)

6. Use the following question to stimulate analysis and dialogue among the participants before revealing if the correct answer is true or false.

Question 3. Tatiana cannot complain of harassment because she voluntarily engaged in sexual activity with David. True or False?

FALSE: The situation that Tatiana finds herself in is known as “quid pro quo” this means ‘something for something’. In this situation she is coerced into sexual activity in exchange for a promotion, but then is forced to continue to engage as she becomes worried about losing her promotion and her job. This means that, she is a target of sexual harassment, and is being sexually exploited by David. If she had refused David’s advances, she would still be a target of sexual harassment. The offer to Tatiana to trade job benefits for sexual favors by someone with authority over her in the workplace is quid pro quo sexual harassment, and sexual exploitation, this is very serious misconduct by David.

7. Continue reading the story:

Tatiana receives the promotion.

8. Use the following questions to stimulate analysis and dialogue among the participants before revealing if the correct answer is true or false.

Question 4. Tatiana cannot complain of harassment and sexual exploitation because she got the job, so there is no misconduct against her. True or False?

FALSE: Tatiana is the victim of sexual harassment, and sexual exploitation whether or not she receives the benefit that was used as an inducement.

9. Continue reading the story:

Tatiana breaks off the sexual activities with David. He then gives her a bad evaluation, and she is removed from her new position at the end of the probationary period and returns to her old job.

10. Use the following question to stimulate analysis and dialogue among the participants before revealing if the correct answer is true or false.

Question 5. It is now “too late” for Tatiana to complain. Losing a promotion due to the breakup of the voluntary relationship does not create a claim for sexual harassment. True or False?

FALSE: It is true that the breakup of a relationship, if consensual and welcomed at the time, usually does not create a claim for sexual harassment. However, the quid pro quo situation in this case was never welcomed by Tatiana. David’s behavior has at all times been inappropriate and a serious violation of the employer’s policy. David has abused his power and authority in a management position.

STORY 6: The Office Boy

1. Read the following text to the group:

Leonard works as an admin officer for a large employer. He likes to wear jewelry, and his attire frequently includes earrings and necklaces. His boss, Margaret, thinks it's "weird" that, as a man, Leonard wears jewelry and wants to be an admin officer. She frequently makes sarcastic comments to him about his appearance and refers to him "jokingly" as her office boy. Leonard, who hopes to develop his career in the area of customer relations, applies for an internal promotion that would involve working in a "front desk" area, where he would interact with the public. Margaret tells Leonard that if he wants that job, he had better look "more normal" or else wait for a promotion to mailroom supervisor.

2. Use the following questions to stimulate analysis and dialogue among the participants before revealing if the correct answer is true or false.

Question 1. Leonard's boss is correct to tell him wearing jewelry is inappropriate for customer service positions. True or False?

FALSE: Leonard's jewelry is only an issue because Margaret considers it unusual for a man to wear such jewelry. Therefore, her comments to Leonard constitute sex stereotyping.

3. Continue reading the story:

Margaret also is "suspicious" that Leonard is gay, which she says she "doesn't mind," but she thinks Leonard is "secretive." She starts asking him questions about his private life, such as "Are you married?" "Do you have a partner?" "Do you have kids?" Leonard tries to respond politely "No" to all her questions but is becoming annoyed. Margaret starts gossiping with Leonard's coworkers about his supposed sexual orientation.

4. Use the following question to stimulate analysis and dialogue among the participants before revealing if the correct answer is true or false.

Question 2. Leonard is the recipient of harassment on the basis of sex and sexual orientation. True or False?

TRUE: Leonard is harassed on the basis of sex because he is being harassed for failure to adhere to Margaret's sex stereotypes.

Leonard is also harassed on the basis of his perceived sexual orientation. It does not matter whether or not Leonard is a gay man in order for him to have a claim for sexual orientation harassment.

5. Continue reading the story:

STORY 6: The Office Boy (Cont.)

Leonard decides that he is not going to get a fair chance at the promotion under these circumstances, and he complains to Human Resources about Margaret's behavior. Human Resources carry out a workplace investigation and advise Margaret that Leonard's jewelry is not in violation of any workplace rule, that she is to consider him for the position without regard for his gender, and that she must stop making harassing comments, asking Leonard intrusive questions, and gossiping about his personal life. Margaret stops her comments, questions, and gossiping, but she then recommends a woman be promoted to the open position. The woman promoted has much less experience than Leonard and is not qualified to the same level.

6. Use the following question to stimulate analysis and dialogue among the participants before revealing if the correct answer is true or false.

Question 3. Leonard has likely been the target of discrimination on the basis of sex, sexual orientation and/or retaliation. True or False?

TRUE: We don't know Margaret's reason for not recommending Leonard for the promotion, but it is not looking good for Margaret. It appears that she is either biased against Leonard for the same reasons she harassed him, or she is retaliating because he complained, or both.

ACTIVITY 8: BORDERLINE BEHAVIORS

<p>PURPOSE</p> <p>Identify types of behavior considered acceptable, borderline and unacceptable (that cross the line) and analyze the consequences in the workplace of not addressing those behaviors that cross the line or that are borderline and constitute SHEA.</p>	<p>Time: Up to 120 min</p>
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MATERIALS

- Flipchart paper
- Markers, masking tape
- A5 size cards of 3 different colors

PREPARATION

- Prepare three large cards or A4 size paper with the phrases UNACCEPTABLE BEHAVIOR, BORDERLINE and ACCEPTABLE BEHAVIOR written on them

INSTRUCTIONS

Check-in

1. If there are any new participants to the group, do a quick round of introductions.
2. Ask the group what they most remember about the previous session, for example, something new they learned, an “aha! moment”, something that surprised or challenged them, what they liked most, something that they will change or adapt as a result, or what the organization can do differently etc.
3. Invite participants to share the actions they took in relation to the previous session (as agreed at the end of the session) and the outcome(s) of these (reactions of others, conversations that ensued, changes made by them and others, etc.).

Brainstorm and small group work

1. Brainstorm with the participants:
 - What does “crossing the line” mean?

If possible, write their responses on flipchart. Make sure you bring out these ideas:

- Overstepping a boundary
 - Going beyond socially acceptable behavior
 - Using language or gestures that are considered inappropriate
2. Form 7 small groups (pairs or triads) based on the following categories of behavior and give each group a set of A5 size cards of 3 different colors (white, yellow and green for example).

- Group 1: Sharing images or material of a sexual nature
 - Group 2: Use of bodily gestures, facial expressions
 - Group 3: Commenting on others' appearance, clothing, or body parts
 - Group 4: Making comments about someone's gender
 - Group 5: Making comments about someone's sexual orientation
 - Group 6: Letting someone know you have feelings for them
 - Group 7: Physical contact between members of staff
3. Invite the small groups to brainstorm behaviors that fall within the category they have been assigned and write them on the cards as detailed below:
 - On white cards: behaviors that they consider acceptable (don't cross the line)
 - On the yellow cards: behaviors that they consider unacceptable (cross the line)
 - On the green cards: behaviors that they consider borderline (they are not sure if they cross the line or not)

Plenary: The behavior continuum

1. While the groups are discussing, prepare a "behavior continuum" on a wall with signs saying "unacceptable behavior" on the far left, "borderline" in the middle and "acceptable behavior" to the far right.

UNACCEPTABLE BEHAVIOR	BORDERLINE	ACCEPTABLE BEHAVIOR
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2. In plenary, invite group 1 to post their cards on the wall where they consider they belong along the continuum, reading them out as they do so, explaining their reasons for placing them where they do along the continuum. Repeat the above for all the groups.
3. Give the participants some time to look at all the cards placed on the behavior continuum and to think about any that they would have placed in a different position along the continuum. Allow discussion and dialogue to take place and consensus to be reached on any of the cards selected to be moved to a different position along the continuum.
4. Use the following questions to facilitate discussion and dialogue:
 - Focusing on the cards that are positioned as "borderline", what makes those behaviors borderline?
 - Who decides what is acceptable and/or unacceptable behavior, and how? (culturally in general, within CARE)
 - What are the effects on the workplace environment when unacceptable behaviors are overlooked and allowed to continue?
 - How do the unacceptable behaviors relate to patriarchal masculinities?
 - What other power systems (as well as gender) enable unacceptable behaviors?
 - What role do local culture and traditions play in enabling unacceptable behaviors and influencing organizational culture
 - What is our responsibility when we witness or hear about behaviors that cross the line?

5. Use the following ideas to summarize the session and how different forms of borderline behavior can constitute SHEA¹⁹:

- **Sharing sexually inappropriate images or material**, including pornography, is sexual harassment and unacceptable this is also a breach of CARE International's Safeguarding and PSHEA policy and code of conduct. In the case of viewing and sharing images of children (who have not yet reached their 18th birthday) or sharing images with children, this is a serious criminal offence and as such would be reported to the police. CARE has a zero tolerance policy in this area.
- **Making gestures** of a lewd nature is inappropriate and can be abusive. Some gestures have different meanings in different cultures and can be offensive.
- **Making personal comments** about a coworkers appearance, clothing, or body can be quickly interpreted as crossing the line. While it may seem that there is no harm in a colleague complimenting another, using adjectives that may have sexual connotations or can be perceived wrongly, causes offence and be abusive. In some circumstances, it can even cause harm, depending on the nature of the relationship between the colleagues. In addition to this, If a third party feels uncomfortable on overhearing a colleague say something personal or sexual to another co-worker, that can be considered harassment. Bottom line: No one should be making personal or sexual remarks at work.
- **Making offensive comments** about someone's gender and/or sexual orientation and gender identity (SOGI) is unacceptable.
- **Repeatedly inviting a colleague on a date** or expressing interest in them when they have made it clear they are not interested is sexual harassment.
- **Appropriate physical contact** between colleagues is determined by cultural traditions and religious and social norms, making it important for co-workers to always maintain a safe physical distance, particularly in multicultural work environments.
- In a **hostile work environment** employees feel uncomfortable, scared, or intimidated as the result of unwelcome or offensive verbal or physical behavior. Sexual harassment creates hostile work environments.
- **Teasing and inappropriate jokes** can become harassment once: 1) enduring the offensive conduct becomes a condition of continued employment or, 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive. It is important to be aware of what types of humor are appropriate in different situations – whether you're telling the joke or hearing it.

Proposals for change/action-taking

1. Brainstorm with participants tactics they can use to question borderline behaviors as they occur or soon afterwards. Write these on a flipchart. Discuss what is and is not acceptable in and outside of work.
2. Invite participants to put these into practice and report back on how they fare in the next session.

¹⁹ Adapted from: <https://www.360training.com/blog/sexual-harassment-at-work/> and <https://medium.com/@workerrights/define-the-line-crossing-boundaries-in-the-workplace-2f04debae501>

FACILITATOR'S NOTES

1. It may not be possible to reach total consensus on all 'borderline behaviors', as different cultural and personal perspectives may intervene. Where there is doubt, use CARE International's Safeguarding and PSHEA policy and Code of Conduct and Core Values as benchmarks.
2. Highlight that unacceptable behaviors must not be allowed to persist and that established protocols should be followed.

ACTIVITY 9: MEN'S ROLE IN NURTURING SAFE ORGANIZATIONAL CULTURE AND WORK ENVIRONMENT

<p>PURPOSE</p> <p>To deepen our understanding of “organizational culture”, how it is created and reinforced and what we can do to foster behaviors in our workplace that reflect and consolidate an equitable organizational culture.</p>	<p>Time: Up to 120 min</p>
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MATERIALS

- Flipchart paper
- Markers, masking tape
- Large images of the “iceberg” image used in the activity or laptop/tablet, projector and screen or smart TV with internet connection

INSTRUCTIONS

Check-in

1. If there are any new participants to the group, do a quick round of introductions.
2. Ask the group what they most remember about the previous session, for example, something new they learned, an “aha! moment”, something that surprised or challenged them, what they liked most, etc.
3. Invite participants to share the actions they took in relation to the previous session (as agreed at the end of the session) and the outcome(s) of these (reactions of others, conversations that ensued, changes made by them and others, etc.).

Understanding Organizational Culture

1. Use the following questions to brainstorm with the group, writing their responses on a flipchart:
 - What is organizational culture?
 - How is organizational culture created and by whom?
 - What are the major characteristics of CARE’s organizational culture?
 - How are these expressed in our own work environments?
2. Share the following graphic (see next page) with the participants, explaining that the parts of the iceberg above the waterline represents formal organizational culture (visible) and those below the line informal organizational culture (invisible or less visible).
3. Invite comments, reflections on the graphic, using the following questions as and when needed:
 - Which of the aspects of “invisible organizational culture” play a major role in CARE and how? (Highlight beliefs, tradition, norms perceptions, values, shared assumptions, unwritten rules, stories feelings).
 - In what ways to our own cultural beliefs and traditions clash with the expectations of CARE’s organizational culture? Why is this? How can this be overcome?
 - In what ways do patriarchal values and practices common in our own culture(s) influence our organizational culture (visible and invisible)?



4. Form 3 groups and ask them to discuss the following:

- What does a “safe, equitable organizational culture” look like? (Think of the specific behaviors required for members of marginalized groups to feel safe, valued and included).
- To contribute to a “safe, equitable organizational culture”, what should we do and not do in the following work-related spaces? (Consider communication styles and norms (body language, gestures, personal space, emotions, etc.); attitudes towards diversity; approaches to leadership, problem solving and decision making; social/professional hierarchies; Care’s core values; attitudes to religion, sexuality, family, etc.).

GROUP 1

Work-related space	Dos	Dont's
1. Team meetings		
2. Communal/recreational areas		
3. Field trips (projects/ programme monitoring)		

GROUP 2

Work-related space	Dos	Dont's
1. Online chats/meetings		
2. Corridors/stairs/lifts		
3. International travel		

GROUP 3

Work-related space	Dos	Dont's
1. Workshops/seminars		
2. External conferences		
3. Media interventions		

5. In plenary, invite the groups to feedback their responses. Allow time after each group's presentation for the other groups to ask questions of clarification and add new ideas.
6. Highlight commonalities related to the dos and don'ts of (cis)men's behavior in relation to maintaining a safe equitable organizational culture.

Proposals for change/action-taking

1. To close the session, brainstorm with the group, using the following questions:
 - Things we can do to ensure that our own behavior is consistent with strengthening a safe, equitable organizational culture?
 - Things we can do when we witness others of our own gender and/or other genders in our workplaces displaying attitudes and behaviors that are a threat to a safe, equitable organizational culture?
2. Invite each participant to select from each of the two lists one action point that they will put into practice in their workplace between now and the next session.

FACILITATOR'S NOTES

1. As the iceberg may not be a useful representation in some countries (especially tropical or land-locked environments), based on your cultural context, consider using a floating coconut (most of the coconut is underneath the surface as it fills with water) or a baobab tree.
2. Even with the group of participants who are all male, for this specific activity, it's suggested that female counterparts from the office are also included in the discussions around safe organizational culture and work environment.
3. If the participants have diverse gender identities, you can consider forming the groups around those identities. For example, group one could be formed of (cis)men, group 2 of (cis)women and group 3 of transgender and /or gender non-conforming people.

ACTIVITY 10: ALLYSHIP – MEANING AND PRACTICE²⁰

<p>PURPOSE</p> <p>To provide participants with an understanding of allyship and the skills they need to act as allies in support of marginalized groups of which they are not a part.</p>	<p>Time: Up to 120 min</p>
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MATERIALS

- A5 size cards or post-its
- Markers, masking tape

PREPARATION

- Print Allyship scenarios and cut them out

INSTRUCTIONS

Check-in

1. If there are any new participants to the group, do a quick round of introductions.
2. Ask the group what they most remember about the previous session, for example, something new they learned, an “aha! moment”, something that surprised or challenged them, what they liked most, etc.
3. Invite participants to share the actions they took in relation to the previous session (as agreed at the end of the session) and the outcome(s) of these (reactions of others, conversations that ensued, changes made by them and others, etc.).

What is an ally?

1. Give participants blank cards and markers and ask them to write their responses to the following question:
 - What comes to mind when we hear the word “ally”?
 - Encourage them to use as many cards as they need and to limit each card to a single idea.
2. Invite participants to post their cards on the wall grouping cards with similar ideas.
3. Building on the ideas presented by the participants, summarize the meaning of “ally” using the following key ideas:
 - Ally: a member of a social group that enjoys some privilege that is working to end oppression and understand their own privilege.
 - Ally is a verb, not an identity: You are only an ally when you take action to fight oppression. This is why we talk about “ally skills,” “acting as an ally,” and “ally work” more often than “allies”.

²⁰ This activity has been developed drawing on open source material from the [Ada Initiative](#) (2011-2015) and from updated Ada materials now made available by [Frame Shift Consulting](#) to “teach men how to support women in open technology and culture, and now expanded to cover oppression along the lines of race, gender, sexuality, disability, class, body size, parental/caretaker status, and age”.

- Sometimes you can act as an ally, sometimes you are the marginalized person: Depending on what is most relevant about you to the situation, you may be able to act as an ally in some situations, but be the marginalized person in other situations.
- What behaviors can help you be a good ally

Allyship buzz groups

1. Form buzz groups of 2 or 3 participants, and give each one a scenario from the list below, and ask them to discuss the following questions:
 - How would you put allyship into practice in this situation?
 - What would you avoid doing/saying and why?
2. Invite the first buzz group to present their scenario and share their response to the questions.
3. Using the relevant information below for unpacking the scenarios, facilitate discussion and dialogue.
4. Repeat steps 5 and 6 for all of the buzz groups.
5. If time permits, give each buzz group a second scenario and do a second round of group work and plenary presentations. Alternatively, choose a few more scenarios to discuss in plenary.

Advanced ally skills

1. Use the following ideas to introduce ally skills which participants can use to support women in their communities. Read each one out individually and invite feedback and comments from the group.
 - Treat ally actions as bare minimum expectation. Don't expect praise and credit for not being sexist or for challenging sexism. One aspect of sexism is men feeling entitled to attention and gratitude of women, even for actions which should be considered normal.
 - Follow and support women leaders, and encourage leadership of those from marginalized groups. We should follow women leaders rather than trying to take over and lead them. We are all socialized to give men's voices more privilege and respect. If you are a male leader and you notice that woman leaders are being sidelined, take a leadership role in fighting sexism and redirect people to women leaders for advice and decision making.
 - Assume that women have the necessary knowledge and skill set for their role; and wait for an invitation to help or explain. Interfering and prematurely offering help to women, especially to women you don't have a prior relationship with, can be undermining and harmful in itself.
 - Follow your discomfort: if something makes you feel bad, find out more and understand why before reacting. Discomfort is often a reaction to having your unearned societal advantages pointed out to you, which causes guilt. Learn to identify feelings of discomfort or guilt as an opportunity for learning.
 - Watch your communication style. It is important to use non-sexist terminology or words that can alienate women or can foster the gender stereotypes. Ensure that you use equitable language and communicate with respect. Make sure you are not mansplaining or are being paternalistic when you are trying to be a good ally.
 - Explain what is mansplaining by using the following dictionary definition: "to explain something to a woman in a condescending way that assumes she has no knowledge about the topic "
 - What if I make a mistake? When you make a mistake, apologize, correct yourself, and move on.

²¹ Definition is retrieved from Merriam Webster online dictionary, which can be accessed through the following link: <https://www.merriam-webster.com/dictionary/mansplain>

2. Close the session, recapping the basics of ally skills:

- Be short, simple, firm
- Don't try to be funny
- Play for the audience
- Practice simple responses
- Pick your battles
- While you're trying to help one marginalized group, don't be:
 - sexist
 - homophobic
 - transphobic
 - racist
 - ableist
 - classist
 - ageist
 - body-shaming
- and don't describe people as sexually undesirable, unattractive, etc.

Proposals for change/action-taking

1. Invite participants to consciously put into practice the allyship skills they have learned during this activity and take note of the reactions of others.

FACILITATOR'S NOTES

1. Choose the allyship scenarios that you think are most relevant to your context and needs, adapting them as necessary and/or adding new ones.
2. Make sure before the activity that you read through the information below for unpacking the scenarios – particularly the ones you have decided to include. Keep them handy as checklists to access when the buzz groups are presenting the scenario(s) they were given and sharing their analysis. Bring to their attention any significant topics the buzz group did not cover.
3. If the participants have diverse gender identities and mixed groups, you can particularly focus on allyship of men with women over women rights and gender equality as a discussion point. When relevant, consider discussing importance of men's allyship with women at work environment.

ALLYSHIP SCENARIOS

Scenario #1: A woman is standing near your group at an event

A woman you don't know is standing near your group at a conference or similar event in your field. She is alone and looks like she would rather be talking to people.

Scenario #2: Women's contributions to meetings are ignored or co-opted

At a meeting, a woman makes a suggestion, but no one picks up on it. Later, a man makes the same suggestion and is given credit for it.

Scenario #3: Mailing list post uses a woman as an example of an ignorant group

On a mailing list in your community, someone writes "How would you explain this [technical thing] to your girlfriend?" (Using a woman as an example of a technically unsavvy person.)

Scenario #4: Harassment in online group chat

You are in a chat room when someone says to a person they perceive as female: "So, are you single?" outside of the context of a relevant discussion.

Scenario #5: Performance reviews are biased against women

You are part of a yearly performance review process. Several women's reviews criticize them for being abrasive, aggressive, or unfriendly to co-workers. None of the men's reviews have similar comments. (Emotional care of co-workers is not part of the women's job descriptions.)

Scenario #6: Someone makes a sexist joke at a work event, while drinking

At a party at work, someone makes a joke about how much sex a co-worker must have had in order to produce their children. Everyone is holding an alcoholic drink.

Scenario #7: Someone tells you that you have done something sexist*

Someone tells you that you have said or done something sexist. You didn't mean to be sexist and don't consider yourself a sexist person.

* Can also be used for something racist, ageist, classist etc.

Scenario #8: Someone criticizes a woman's behavior using sexist terms

On social media, someone complains publicly about a woman in your community for being too "aggressive," "loud," "out of line," etc.

Scenario #9: I asked a woman and she said it wasn't sexist

In an all-male discussion, you point out a decision that will be probably unpopular with women. Someone replies, "I asked my [female partner/friend/relative] about it, and she isn't offended by it."

Scenario #10: A conference CARE is cosponsoring features sexist advertising

You are attending a conference CARE is cosponsoring, and you notice a booth with "booth babes" or sexist advertising.

Scenario #11: All-male panel

You receive an invitation to a panel. You are male, and so is everyone else on the panel.

Scenario #12: You see someone grope a woman without her consent

You're standing at a party, and out of the corner of your eye, you see someone grab a woman's butt. She looks surprised, angry, or moves away (i.e., it is clearly not consensual).

Scenario #13: Pornography in a presentation

You are attending a talk at a conference. The presenter clicks to the next slide, and you see a pornographic image. Pornography is not on-topic for the conference, or it is and the presenter did not follow best practices for their community.

Scenario #14: You read an unfamiliar word or phrase

You are reading something written by a feminist somewhere on the Internet and see an unfamiliar word like "cis-sexism" or "intersectionality."

Scenario #15: Why not just knee him in the groin?

You read a blog post about a woman being sexually harassed at a meeting, and think "Why didn't she just knee him in the groin?"

Scenario #16: Deciding where to hold an event

You are responsible for choosing the location of the next staff retreat.

UNPACKING THE SCENARIOS

Use the following information for unpacking the scenarios after each of the buzz groups has fed back its analysis.

Scenario #1: A woman is standing near your group at an event

A woman you don't know is standing near your group at a conference or similar event in your field. She is alone and looks like she would rather be talking to people.

Putting allyship into practice:

- Walk up and stand a little farther away from what you think is the usual distance, and say, "Hello, my name is NAME. What brings you to this event?" If she responds positively, say, "My friends and I were discussing TOPIC, would you care to join us?"
- If you are physically intimidating, consider asking someone else to do this.

Things not to say or do:

- Ask, "What do you do?" or "Where do you work?" Women are often challenged on their credentials at conferences or events, and this can be mistaken for questioning her right to be there or trying to suss out her relative status.
- Asking for her name, location, marital or family status.
- Telling her personal information like your own marital status, location, etc.
- Continuing a two-person conversation for more than a few minutes before offering to introduce her to the group.

Points to cover:

- If someone mentions that they don't want to appear to be hitting on the woman, thank them and explain that the problem here is that we assume men are heterosexual and likely to be making a sexual advance if they speak to a woman.
- The ways to counter this are to stand a little farther away than usual, don't ask her name, ask a very neutral impersonal question, and quickly invite her to join a larger group rather than continue talking one-on-one.

Scenario #2: Women's contributions to meetings are ignored or co-opted

At a meeting, a woman makes a suggestion, but no one picks up on it. Later, a man makes the same suggestion and is given credit for it.

Putting allyship into practice

- Say, "I'm glad you picked up on [woman's name]'s idea! [Woman's name], could you expand on that?"
- Start an organization-wide initiative to encourage formally using meeting roles like gatekeepers and note-takers. Gatekeepers make sure people get to speak who might otherwise not, and note-takers document who said what first.
- For anything more confrontational, first ask for the target's consent. Then agree on whether you might say something more confrontational, speak to the person's manager after the meeting, or something else.

Things not to say or do:

- Start a confrontation without the target's consent.

Points to cover:

- It is crucial to explicitly call out the concept of consent of the target when attempting to help in ways that could result in retaliation on the target. Using the allyship examples given above are unlikely to generate blowback, but anything else needs consent. Consent is tricky; there is a point where someone's behavior becomes a public problem and it is no longer up to the target to decide whether other people can take action. But in general, it is best to err on the side of consent and avoiding increasing harm to the target.
- The first step is noticing when this happens. Encourage people to try paying more attention to who speaks and gets credit in meetings (this will require speaking less for some people for a while).
- Note that if you are the subject this is happening to, you have few options. This is why an ally needs to do this.

Scenario #3: Mailing list post uses a woman as an example of an ignorant group

On a mailing list in your community, someone writes "How would you explain this [technical thing] to your girlfriend?" (Using a woman as an example of a technically unsavvy person.)

Putting allyship into practice:

- Always reply publicly – everyone on the list has seen this email, so everyone needs to see a response, or they will think that behavior is normal.
- Public reply, low-key, non-aggressive: version "Did you mean, how would I explain this to a technically unsavvy person? Then I would [answer their question]."
- Public reply, direct challenge version: "I am tired of people using women as examples of technically unsavvy people. Plenty of women are experts in this area [name some if you want]. I want a code of conduct for this list/ want the moderators to enforce the code of conduct."
- If the list has a code of conduct that prohibits this, put it into the footer of the list.
- Reply privately in addition to a public reply if you have reason to think they want to be supportive of women but didn't realize the effect of their example: "Hey, I know you had no intention of doing this, but when you used girlfriend as an example, you were reinforcing the idea that women aren't interested or welcome in this area." In any case, it also requires a public response to send the message to the people listening that this isn't acceptable behavior.

Things not to say or do:

- Suggesting "parent" or other older person and replacing sexism with ageism.
- Suggesting a person of a particular profession (classism).
- Very young people are a valid example, but it's best to avoid specific examples altogether and go with saying what you mean – "technically unsavvy person."
- Focus on just replying with examples of women who are experts in this area. That is popular but needs to be combined with the above techniques.

Points to cover:

- This scenario has some other assumptions built-in: that the reader is male, heterosexual, and relatively young. Point those out.

Scenario #4: Harassment in online group chat

You are in a chat room when someone says to a person they perceive as female: “So, are you single?” outside of the context of a relevant discussion.

Putting allyship into practice:

- Respond publicly, “We don’t do that here.”
- If your project has an enforceable code of conduct, write, “You’re violating the code of conduct for this project. Here is the link [link].” Report them using the instructions in the code of conduct.
- If your project doesn’t have a code of conduct, encourage adoption of one.
- Ask the chat convener to block or ban the user (or do it yourself if you are one).

Things not to say or do:

- Send a private message to the target apologizing for the harasser. The user doesn’t want a private apology from a bystander, they want someone to publicly stick up for them. By privately apologizing, you are implicitly asking them to give you emotional reassurance and focusing the interaction on yourself.
- Ask the harasser whether they are single – that’s harassment too. If the person isn’t male, you can’t reverse sexual harassment by flipping the gender – society treats the sexualization of men and women completely differently.

Points to cover:

- Point out that it is extremely rare to see this kind of harassment in public – it usually happens in private. So they should jump on it if they see it. Point out that feminine nicknames get 25 times the malicious private messages that masculine nicknames get.
- Some people may not see the problem in inquiring about someone’s relationship status. Point out that women get more scrutiny and judgement around their relationship status and that this is often a form of unwelcome sexual advance.
- Avoid derailment along the lines of “Perhaps this situation really is okay in context.” If you can’t tell whether or not it is okay as a bystander, then that is a problem in itself.

Tip:

During this section, people are likely to ask questions like “How do I get someone to stop doing something without upsetting anyone?” (Hint: you can’t.) But you can reframe this kind of question as, “Someone is already upset: you, and anyone else this behavior is harming.” Often the problem is we value the feelings of the more powerful person than multiple less powerful people.

Scenario #15: Why not just knee him in the groin?

You read a blog post about a woman being sexually harassed at a meeting, and think “Why didn’t she just knee him in the groin?”

Putting allyship into practice:

- Go to management with a request to change the review process to be more objective and fairer, and to discourage personality critiques.
- Start a discussion about the culture of leadership at this organization. If the leadership culture is itself abrasive and otherwise incompatible with our stereotypes of a “good woman” but compatible with stereotypes about male leadership, this kind of imbalance in performance reviews is often a sign.
- Ask for unconscious bias training that results in people lowering their bias (some kinds of unconscious bias training make people feel like it is okay to have that bias and actually increase biased actions afterwards).

Things not to say or do:

- Ask the person who wrote the review to go into detail about exactly what the women did. Presumably the idea is to show that the woman wasn’t actually abrasive. But the problem is that everyone is abrasive, just men get away with it. Talk to the women about how to appear less abrasive or get them training.

Points to cover:

- Highlight that research shows that women being accused of being abrasive and men not so, is a widespread problem of bias against women. “Abrasive [...] was used 17 times to describe 13 different women, but the word never appeared in men’s reviews. In fact, this type of character critique that was absent from men’s reviews showed up in 71 of the 94 critical reviews received by women.” Kathleen Davis writing about Kieran Snyder’s research <http://www.fastcompany.com/3034895/strong-female-lead/the-one-word-men-never-see-in-their-performance-reviews>
- At some point, ask the participants if they think the women in the company are actually more abrasive and aggressive than the men. This helps refocus on the problem: women can’t behave in ways that men can, and often these forbidden behaviors are key to being a leader in their organization.
- If people ask what their position is in this scenario, tell them to talk about what they could do in their current position in this kind of situation: individual contributor, line manager, head of HR, whatever. The workshop is about figuring out what our position of power is and what we can do in that position, not fantasizing about what we would do if we had more power.

Scenario #6: Someone makes a sexist joke at a work event, while drinking

At a party at work, someone makes a joke about how much sex a co-worker must have had in order to produce their children. Everyone is holding an alcoholic drink.

Note: People will often demand to know the genders of the people involved in this scenario. Don't give them an answer, just tell them to talk about how different genders would affect the scenario.

Putting allyship into practice:

- Say something like "Awwwkward."
- Say "We don't do that around here."
- Silently leave the area.
- Consider bringing it up with the joker's manager.
- Have a discussion at work about the rules still applying when people are drinking.
- Reduce signals that excessive alcohol consumption and associated bad behavior are welcome in your workplace

Things not to say or do:

- Wait for the woman who "usually" speaks up about these things to say something.
- Make a joke in reply. It is really hard to tell how serious people are in this context, and it is likely to backfire.

Points to cover:

- Point out that sexual harassment while drunk is a cultural construct: "There is overwhelming historical and cross-cultural evidence that people learn not only how to drink but how to be affected by drink through a process of socialization [...] In simple terms, this means that people who expect drinking to result in violence become aggressive; those who expect it to make them feel sexy become amorous; those who view it as disinhibiting are demonstrative." – Heath, quoted in "Social and Cultural Aspects of Drinking" by Social Issues Research Centre <http://www.sirc.org/publik/drinking4.html>
- Make sure people get that women can't win when co-workers are talking about sex: while for men there's a wide range of "acceptable" amounts of sex, women are either having too much sex or too little, and being judged for it.
- In the discussion, emphasize that workplace rules against sexual harassment and assault still apply when everyone is drinking.
- Reassure people that it's okay if they giggle nervously or freeze up. It's okay to say, "I'm sorry, that wasn't actually funny, I just laughed because I was so surprised anyone would say that," or to wait and address it after the event if they are too shocked in the moment.
- If you have time, talk about how this situation can also be religiously discriminatory, and that it could be unintentionally harming people who have recently miscarried, or are having trouble conceiving, just found out they were infertile, etc.
- There is a double standard for straight sex and gay sex.
- "Family size" talk can be racism & religious discrimination
- Some racist stereotypes are about sex or genitals
- Fertility, pregnancy, adoption can be highly emotional

Tip: Why talking about sex at work in informal spaces harms women

- In this previous scenario, people may ask whether it's okay if everyone involved is male, or if there are any situations in which talking about sex at work is okay. This is an opportunity to a) explain that conversations on human sexuality can be had in constructive and empowering ways in programmatic and educational spaces (for example of SRHR issues), and b) highlight the sexual objectification of women, the sexual double standard for women, and how talking about sex in informal spaces triggers discrimination against women.
- In many societies, women are sexually objectified far more than men

- Objects ≠ people
- Women's participation in sex is viewed far more negatively than men's
- Talking about sex at work often triggers objectification, discrimination, harassment of women
- Strong pressure to "be cool" about sex
- Assumes parents are cis and straight
- Double standard for sex for men and women
- Take-away: Save talking about sex for outside of work

Scenario #7: Someone tells you that you have done something sexist*

Someone tells you that you have said or done something sexist. You didn't mean to be sexist and don't consider yourself a sexist person.

* Can also be used for something racist, ageist, classist etc.

Putting allyship into practice:

- Apologize immediately and sincerely-
- Do some research on your own to figure out what happened and whether it was sexist. If your research tells you that what you did was indeed sexist, apologize again more specifically and list what you are going to do to prevent it in the future.
- Process your own feelings of anger or hurt without acting on it right away.

Things not to say or do:

- Refuse to apologize.
- Apologize without taking responsibility "I'm sorry if you were offended."
- Start listing all the feminist causes that you have supported as proof you aren't sexist.
- Even worse: Start listing the women you work with or are related to.

Points to cover:

- Many people will object to apologizing before they are sure they were wrong. Point out that it is a small cost in ego for a big benefit in a marginalized person's life, and that they are modeling behavior for other people.
- Be sure to point out that "if you were offended" doesn't belong in an apology.
- Talk about how to experience the feelings of anger without acting on them right away, and wait for them to subside before taking action.

Scenario #8: Someone criticizes a woman's behavior using sexist terms

On social media, someone complains publicly about a woman in your community for being too "aggressive," "loud," "out of line," etc.

Putting allyship into practice:

- Reply publicly with “Funny, if a man were doing that, he’d probably be praised”
- Reply publicly with “This is an example of the ‘tone argument’ that criticizes the way people say something (the “tone”) as a way to ignore what people are actually saying”. See: http://geekfeminism.wikia.com/wiki/Tone_argument

Things not to say or do:

- Give advice to the woman they are complaining about on how to present their argument better, seem less aggressive, etc.
- Argue that the woman isn’t actually aggressive, loud, etc. while implicitly accepting that these things are negative for women.

Tips:

- Some topics are inherently unpleasant for people in power to hear (such as “you have personally benefited from generations of colonial occupation and enslavement”) and thus the tone argument will always apply.
- Discuss how the same behaviors may get different labels for men and women, and some descriptions are negative for women but positive for men (“aggressive,” “ambitious,” “dominant”).

Scenario #9: I asked a woman and she said it wasn’t sexist

In an all-male discussion, you point out a decision that will be probably unpopular with women. Someone replies, “I asked my [female partner/friend/relative] about it, and she isn’t offended by it.”

Putting allyship into practice:

- Say: “Your [female partner/friend/relative] doesn’t speak for all women. And there’s nothing about being a woman that automatically makes her not sexist.”

Things not to say or do:

- “My [female partner/friend/relative] is offended by it.” This is less effective than pointing out that one woman can’t speak for all women or define what is and isn’t sexist.

Tips:

- The key to this scenario is reframing it to point out that the person is choosing only to listen to the women who agree with them. Also, often the woman in question has a relationship with the person that would make it difficult to disagree with them (e.g., spouses, relatives, people who report to them).

Scenario #10: A conference CARE is cosponsoring features sexist advertising

You are attending a conference CARE is cosponsoring, and you notice a booth with “booth babes” or sexist advertising.

Putting allyship into practice:

- Use your position of influence as an employee of a sponsor: complain to the person in charge of sponsorship, get the appropriate person to contact the booth owner, complain to the conference organizer and point out your position as a sponsor.
- Sponsor only events that have good codes of conduct, or require the conference to have a code of conduct to receive funding.
- If private communication doesn't work, post about it publicly if you are in a position where you are willing to risk retaliation.

Things not to say or do:

- Confronting the booth owner directly (unless you are the person in charge of sponsorship). This is less effective because it frames the discussion as “one offended person” rather than “potential withdrawal of sponsorship money.”
- Worry that a ban on booth babes will be used against women attendees who are dressed attractively (meaning: dressed in ways heterosexual men find sexually pleasing). The problem isn't attractive women (or people) at the conference, or the way they dress, it's companies turning women into sexual objects to sell their products and assuming their customers are heterosexual men who enjoy objectifying women.

Points to cover:

- Discuss learning to recognize when you are in a position of power or influence and use it.
- Learn more about why booth babes are a problem at: http://geekfeminism.wikia.com/wiki/Booth_babes

Scenario #11: All-male panel

You receive an invitation to a panel. You are male, and so is everyone else on the panel.

Putting allyship into practice:

- Contact the panel moderator asking if they noticed the panel was all men. Suggest women to add or take your place.
- Consider refusing to serve on the panel or making a public pledge not to serve on all-male panels.

Things not to say or do:

- Use guilt to coerce women into appearing on the panel.

Points to cover:

- Discuss learning to notice when this happens.
- Discuss the effect of people thinking of people they know, and how you tend to know people like yourself.
- To get more diverse panels, start outreach early, explicitly invite women, offer to cover travel expenses or pay an honorarium (women are often compensated less).
- Be honest about the fact that, for most people, this means giving up power and influence in favor of someone else. Talk about how this is easier to do at some stages of your career than others.

Scenario #12: You see someone grope a woman without her consent

You're standing at a party, and out of the corner of your eye, you see someone grab a woman's butt. She looks surprised, angry, or moves away (i.e., it is clearly not consensual).

Putting allyship into practice:

- In all cases: Take a good look at the groper: What is the person wearing? What does the person look like? Does the person have a badge with a name on it? Does anyone recognize the person? Take a picture if you can do so safely or ask other people for pictures or identifying details.
- In all cases: Do not give a name or description of the victim without her explicit consent, as she may be retaliated against or not want to be involved for many other similar reasons.
- Report the groper to the party organizer and ask for the person to be thrown out.
- Report the groper to the organizer of any other associated event or organization (a conference, the hotel, etc.) and ask for the person to be thrown out.
- Offer your support to the victim in a non-intrusive way: "I saw that person grope you. I will back you up if you want to complain to anyone. I can describe the person. Here is my contact information. Can I help you find a friend or security or anyone else?"
- Tell other people about the groper, in person or online. It's considered polite to tell the organizers first and give them a chance to respond. That said, you don't have an obligation to keep silent for fear of making them look bad.

Things not to say or do:

- Punch the groper. Great, now you are the jerk, you're probably getting kicked out, and did you really want to spend the rest of the day talking to the police?
- Insist the victim report the incident to the organizers, security, or the police. Women have hundreds of very good reasons not to report assault, but here's one: When women do report assault, it's often standard police practice to grill a woman on what she was wearing, whether she was drinking, or whether she was flirting – in general, to treat her like a liar and make her relive the assault. If the assault is prosecuted, the defense will usually investigate the victim's background and work to defame her character. Respect her decision so you do not re-victimize her.
- Insist on escorting the victim. Let her choose who she feels safe around, and help her find those people in a way she's comfortable with. She's just been groped, she's probably not thrilled about trusting another random dude, no matter how good your intentions are.
- Identify the victim to others without her explicit consent (unless such identification is required under the law). She may not want to become the public focus of the community's collective rage. In this case, you can still report the incident without identifying the victim or requiring her cooperation, but if you can't, respect her decisions.

Scenario #13: Pornography in a presentation

You are attending a talk at a conference. The presenter clicks to the next slide, and you see a pornographic image. Pornography is not on-topic for the conference, or it is and the presenter did not follow best practices for their community.

Putting allyship into practice:

- Walk out of the talk.
- Stay in the talk and document the incident and any subsequent incidents using photos, notes, social media, or other tools.
- Find the nearest conference staff member and tell them what is happening. Ask that the conference director be immediately informed. Follow up at regular intervals to make sure your complaint didn't get lost.
- If the conference has an anti-harassment policy, follow its directions for reporting incidents.

Things not to say or do:

- Debate whether the image was actually pornographic or offensive, and to what degree.

Points to cover:

- Someone may ask why pornography in this context is harmful to women. See http://geekfeminism.wikia.com/wiki/Sexually_objectifying_presentation for reasons why.
- Avoid derailment on the topic of whether all pornography is misogynistic. This is a subject of debate within mainstream feminist communities. Most feminists agree that pornography would not be appropriate in this situation.

Scenario #14: You read an unfamiliar word or phrase

You are reading something written by a feminist somewhere on the Internet and see an unfamiliar word like “cis-sexism” or “intersectionality.”

Putting allyship into practice:

- Type “cis-sexism” and “intersectional” into Google. Add “geek feminism” if the first results don't help (this is a good technique in general).
- If you have more questions, look for some first-person blog posts from people who have first-person experience with them, or have studied them. Treat it as you would treat learning anything else: do your homework and keep trying for several days or weeks.
- If you have done fairly extensive research and can't find the answers you are looking for, politely ask the person for their favorite resource on the topic.

Things not to say or do:

- Reply asking them what cis-sexism is, in 140 characters or fewer, please.
- Read a few web pages on intersectionality, then send them an email with your logical arguments for why it doesn't apply in this case.
- Next time you're at the same event, start a long conversation about the topic.
- Explain why using jargon is harmful to the feminist cause. (Jargon is extremely important for discussion within a group of experts.)

Points to cover:

- Women's time is often considered to be less valuable than men's. Women are also expected to make their time and expertise available to everyone for free.

- Use similar situations in the participants' usual field of endeavor where self-education is the norm and ask whether they would insist on another person educating them directly.

Scenario #15: Why not just knee him in the groin?

You read a blog post about a woman being sexually harassed at a meeting, and think "Why didn't she just knee him in the groin?"

Putting allyship into practice:

- Think, "Surely I'm not the first person to think of this. I wonder if there's a reason women don't do this already?"
- Ask yourself if you are thinking about this from a woman's perspective, or as a man who is embarrassed by the actions of other men. Is this a fantasy scenario?
- Think of similar situations that you have experienced: surprised, outnumbered, in a professional setting. What were you thinking? Were you able to think clearly at all?
- Work through the logical consequences. What if she does knee him in the groin? Would the police get involved? Would she get kicked out of the meeting? What if she is much smaller? What if she's in a wheelchair, or uses a cane? What if she's a pacifist? Does ending harassment really require women to become martial artists?

Things not to say or do:

- Write a long comment on the blog post about the proper technique for kneeing someone in the groin.
- Send a private email offering to knee him in the groin for her.
- Recommend kneeing in the groin and then oppose more practical solutions, such as anti-harassment policies, or banning the person from returning.

Because physical violence is an appealing fantasy for many, it can be used to push the responsibility for ending harassment back on to women while appearing to support women.

Points to cover:

- Read: [Why-don't-you-just-hit-him?](#) for a fairly comprehensive review of the issues involved.

Scenario #16: Deciding where to hold an event

You are responsible for choosing the location of the next staff retreat.

Putting allyship into practice:

- Ask women for suggestions or opinions on where to hold the event (privately as well as publicly). Look at crime maps of the area (sexual harassment and attacks on women are often correlated with other crimes that are more frequently reported).
- Go to the location at the time of the event and walk through the approach from the public transit stop or from the car or bike parking.

Things not to say or do:

- Choose a location with input solely from men.
- Choose a location where women are sexualized: a bar famous for attractive women servers, a hotel with a casino or strip club, etc.

Points to cover:

- Avoid activities that are stereotypically male in a way that excludes women.
- Consider the amount and kind of alcohol (if any) carefully – e.g., two drink tickets and wine and beer only will be better than an open bar with hard liquor in terms of likelihood of harassment or assault of women.
- Drinking alcohol does not excuse harassment or assault. Behavior of drunk people varies according to social expectations; set the expectation that they can't harass or assault women. Anyone unable to avoid doing these things while drunk has a responsibility not to drink.
- Have a code of conduct or anti-harassment policy.
- Point people to "[Inclusive offsites](#)".

Other possible scenarios

In your team's weekly meeting, you notice that women are interrupted more often and speak for less time than men, on average. You also find yourself going along with whatever the loudest, most persistent talker wants to do, even when you think it is not the best solution.

Tip: Create psychological safety

- Psychological safety means an environment in which people take turns sharing information. Google study showed the most productive and profitable teams have psychological safety.
- Two elements: sensitivity to others' feelings, and conversational turn-taking (equal speaking time)

At a meeting, a manager says, "It's great to hire more Black people, but let's not lower the bar." Before you can reply, another manager says, "Oh yes, we'll be careful not to lower the bar."

Reframe the discussion

- Assumption: at present, everyone has an equal chance at being hired, regardless of race
- Reality: Black people face a much a higher bar than white people during hiring (and in general), and white people often get a pass or exceptions to the process
- Reframe: "Actually, the problem is that Black people have to pass a higher bar, and we need to fix that."

You notice that several of your other colleagues raise their voice and speak more slowly when talking to your wheelchair-using colleagues.

Tip: Share your experience

- Two problems: lack of knowledge, and fear of mistakes
- Share your own experience learning to be a better colleague to disabled colleagues
- Share articles or guides on creating a more accessible workplace and offer to help review
- Help others apologize, correct themselves, and move on

A colleague of yours consistently expresses disdain for gender non-conforming people, including queer people. When you tell him this makes you uncomfortable, he tells you that making fun of gender non-conforming people is part of the culture he grew up in, and you shouldn't try to impose your culture on him.

"Paradox" of tolerance (see: https://en.wikipedia.org/wiki/Paradox_of_tolerance)

- A tolerant society must be intolerant of one thing: intolerance itself (otherwise intolerance takes over)
- Multiculturalism means including and welcoming different cultures – except parts that harm or exclude people
- Company culture takes precedence over other cultures in this case

In social spaces at work, like work parties and online social chat channels, you notice that men speak far more often than women. When you ask women why they speak less, they note that women generally have less power in your company hierarchy and men with more power strongly influence the topic of conversation.

Be welcoming and redistribute power

- People with more power can express interest and encourage follow-up: "That's interesting!" "Tell me more" "Thank you for bringing up that important topic"
- Automatic measurement can inform people privately if they are taking up more space than average, or as a group
- Giving more power and influence to care and maintenance functions can change the power balance positively

You are having lunch with a group of co-workers. One of your co-workers says something unintentionally homophobic. A gay co-worker gently corrects them. The first co-worker says, “Thank you for letting me know so nicely! I’m glad you’re not one of those angry gay people.”

Tip: Don’t reinforce unfair expectations

- Marginalized people are often held to a higher standard of behavior than those with more privilege
- When marginalized people are more patient, kind, or helpful than necessary, thank them in a way that acknowledges they are going above and beyond

A co-worker comes out as trans. Another co-worker assumes you are cis and starts complaining to you privately about how ridiculous it is to expect everyone to start using your co-worker’s new name and pronouns.

- State firmly and clearly your support for your trans co-worker.
- Refer to CARE’s core principles, especially diversity and inclusion.

In your team’s weekly meeting, you notice that women are interrupted more often and speak for less time than men, on average. You also find yourself going along with whatever the loudest, most persistent talker wants to do, even when you think it is not the best solution.

Tip: Create psychological safety

- Psychological safety means an environment in which people take turns sharing information
- The most productive and profitable teams have psychological safety
- Two elements: sensitivity to others’ feelings, and conversational turn-taking (equal speaking time)

One of your team members avoids speaking to another. When you ask, they say it is because that person is gay and homosexuality is against their religion and not acceptable where they grew up. When you push back, they say that you should be more considerate of people from other cultures.

Paradox of intolerance

- A tolerant society must be intolerant of one thing: intolerance
- CARE's organizational culture takes precedence over any individual person's culture if they request tolerance for their intolerance

In your weekly team meeting, the only woman of color takes the notes for the fourth week in a row, even though that's not part of her job description. When you talk to the meeting lead about this, they say, "I ask for volunteers and she's the only one who volunteers."

Tip: Fairly distribute "office housework"

- "Office housework" is necessary but unrewarded work (taking notes, organizing parties, tidying, etc.)
- People of color and women of all races are expected to do more of this work and punished for not doing it
- "Asking for volunteers" activates this expectation
- Instead, managers should assign this work to all available team members on a strict rotating basis

A Black woman co-worker points out on Slack that a recent company-wide meeting has all white male presenters. Several other people criticize her for being too abrasive, aggressive, loud, out of line, etc.

Tip: Tone policing/the "tone argument"

- When members of marginalized groups advocate for themselves or their ideas, it violates expectations that marginalized people should be submissive and quiet
- Some groups are stereotyped further as inappropriately angry ("angry Black man," "angry feminist," etc.)

- Tone policing often uses the word “tone”

On a company mailing list, someone writes “How would you explain this [technical thing] to your grandmother?”

Tip: Rules of Argument

- Don’t go looking for an argument
- State your position once, speaking to the audience
- Wait for absurd replies
- Reply one more time to correct any misunderstandings of your first statement
- Do not reply again
- Spend time doing something fun instead

ACTIVITY 11: LIVING OUR VALUES IN AND OUT OF THE WORKPLACE

<p>PURPOSE</p> <p>To analyze the effects of patriarchal masculinities on living our organizational values and to commit to actions to use our power and privilege in ways that contribute to safe and equitable working environments.</p>	<p>Time: Up to 120 min</p>
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MATERIALS

- Flipchart paper
- Marker, masking tape

PREPARATION

- Write CARE's Core Values in flipchart paper; or laptop/tablet, projector and screen or smart TV with internet connection
- Print one copy of each of CARE's 5 Core Values (one/group – see below)

INSTRUCTIONS

Check-in

1. If there are any new participants to the group, do a quick round of introductions.
2. Ask the group what they most remember about the previous session, for example, something new they learned, an “aha! moment”, something that surprised or challenged them, what they liked most, etc.
3. Invite participants to share the actions they took in relation to the previous session (as agreed at the end of the session) and the outcome(s) of these (reactions of others, conversations that ensued, changes made by them and others, etc.).

Our CARE Core Values – Brainstorm

1. Brainstorm with the participants CARE's [Core Values](#). Write their ideas on a flipchart.
2. Present CARE's Core Values (on flipchart or projected), allowing for comments and reflections:
 - **Transformation** We believe in urgent action, innovation, and the necessity of transformation—within the world and our own organization.
 - **Integrity** We are accountable to the people and partners we humbly serve, transparently sharing our results, stories and lessons.
 - **Diversity** We know that by embracing differences, actively including a variety of voices, and joining together we can solve the world's most complex problems.
 - **Excellence** We challenge ourselves to the highest level of learning and performance, tapping the best of the human spirit to create impact.
 - **Equality** We believe in the equal value of every human being and the importance of respecting and honoring each individual; we know that change happens through people.

3. Form 5 small groups and give each group a copy of one of the 5 Core Values and their corresponding commitments (see below).
4. Ask each group to read the Core Value and its corresponding commitments that they have been given and to reflect on the following questions:
 - In what ways do patriarchal masculinities hinder the fulfilment of the commitments linked to this core value?
 - within us and expressed by us
 - within and expressed by other men within CARE that we work with/for.
 - How can we use our power and privilege as men in positive ways to contribute to the commitments linked to this core value?
 - In our work environments
 - In the projects and programmes we are directly involved in
5. Invite the groups to present their responses to the questions discussed during group work, allowing time for questions of clarification.

Proposals for change/action-taking

1. In the same groups, ask each participant to commit to actions they will take that will consciously contribute to the realization in their workplace of the core value they were assigned. They write these action on separate pieces of card:
 - Actions in our work environments (one action on a white card)
 - Action in the projects and programmes we are directly involved in (one action on a colored card)
2. Ask the groups to share and place their commitment cards on the wall, with actions related to the work environment (white cards) on one side and actions related to projects and programmes (colored cards) on the other side.
3. Ask for comments/reflections when all the cards have been posted on the wall.
4. Ask each participant to view the gallery of possible actions and to choose one that they commit to carrying out in relation to a) their work environment and/or b) projects and programmes they are directly involved in.
5. Invite each participant to share with the rest of the group the actions/commitments they have chosen.

FACILITATOR'S NOTES

1. In group work, participants should focus on the commitments linked to the Core Value they have been assigned. For example, in relation to the first commitment under Core Value #1 "Transformation", participants could think about the ways that patriarchal masculinities hinder 'working hand-in-hand with communities to fulfil their rights, responsibilities, and aspirations' and 'strive to improve constantly, learn from mistakes, and embrace change'. Similarly, under Core Value #3 Diversity, participants will focus their reflections on the ways that patriarchal masculinities hinder 'celebrating diverse working environments where all individuals can be successful and thrive', and 'listening to and valuing the views of others'
2. The activity can be safely used in mixed and gender diverse groups.

CARE'S CORE VALUES

Photocopy and cut out to give each group a Core Value to reflect on.

Group 1**Core Value #1: Transformation**

We believe in urgent action, innovation, and the necessity of transformation – within the world and our own organization.

Commitments

- We work hand-in-hand with communities to fulfil their rights, responsibilities, and aspirations.
- We deliver life-changing and measurable results using innovative approaches that last.
- We strive to improve constantly, learn from mistakes, and embrace change.
- We zealously advocate with stakeholders to meaningfully address the underlying causes of poverty.

Group 2**Core Value #2: Integrity**

We are accountable to the people and partners we humbly serve, transparently sharing our results, stories and lessons.

Commitments

- We demonstrate our unshakable commitment to people by exemplifying strong moral character and a desire for trust.
- We are accountable to and transparent with each other, donors, partners, and the people we serve.
- We comply with applicable laws and regulations, as well as CARE's policies and procedures.
- We are responsible stewards of the funds entrusted to us and strive to eliminate unnecessary expense.
- We do not engage in or tolerate fraud, dishonesty, theft, corruption, nepotism, or bribery.
- We avoid and report conflicts of interest and any situation that may create the appearance of a conflict.

Group 3**Core Value #3: Diversity**

We know that by embracing differences, actively including a variety of voices, and joining together we can solve the world's most complex problems.

Commitments

- We celebrate diverse working environments where all individuals can be successful and thrive.
- We recognize that CARE's strength is derived from the commitment, dedication and expertise of our employees and partners.
- We listen to and value the views of others.
- We believe that by embracing diversity we can solve the world's most complex problems.

Group 4**Core Value #4: Equality**

We believe in the equal value of every human being and the importance of respecting and honoring each individual; we know that change happens through people.

Commitments

- We believe in the equal value, respect, and honor of every human being.
- We strive to end all forms of oppression, exploitation, discrimination, harassment, retaliation, and intimidation.
- We deplore sexual exploitation and abuse of any form, especially that of children.
- We are committed to creating a safe and supportive work environment.
- We promote gender equity and fight for the dignity and human rights of everyone.

Group 5**Core Value #5: Excellence**

We challenge ourselves to the highest levels of learning and performance, tapping the best of human spirit to create impact.

Commitments

- We value innovation, passion, compassion, determination, and perseverance.
- We design effective, efficient and impactful programs.
- We unlock unrealized potential by encouraging the pursuit of professional and personal growth.
- We stand with the CARE International Confederation and adhere to the CI Code and its Codes of Ethics and Conduct.
- We adhere to international humanitarian principles and various global standards that CARE upholds.
- We protect CARE's intellectual property, confidential information, equipment, brand, and reputation.

ACTIVITY 12: SOCIAL NETWORKING – INFLUENCING OTHER MEN**PURPOSE**

To develop strategies for influencing men in our work environments and to enable them to adopt inequitable attitudes and behaviours that foster safe work environments, free from SHEA.

Time: Up to 120 min

PREPARATION

- Prepare cards with names of the previous sessions that have taken place
- Print one copy of the 'My Men's Network' graphic for each participant (see below)

INSTRUCTIONS

Check-in

1. If there are any new participants to the group, do a quick round of introductions.
2. Ask the group what they most remember about the previous session, for example, something new they learned, an "aha! moment", something that surprised or challenged them, what they liked most, etc.
3. Invite participants to share the actions they took in relation to the previous session (as agreed at the end of the session) and the outcome(s) of these (reactions of others, conversations that ensued, changes made by them and others, etc.).

Previous Sessions Brainstorm

1. Tell the participants that this is the last activity in the cycle of reflection.
2. Place the cards you have prepared with names of the previous sessions that have taken place on the floor, facing down, and ask a volunteer to come up and pick one out and show it to the rest of the group. Invite the groups to share what they most remember about that session: content, reflections, challenges, actions they took, etc. Then ask the volunteer to place the card on the wall.
3. Repeat the above until all the cards have been revealed and placed on the wall.

My Men's Network

1. Give each participant a blank copy of the 'My Men's Network' (see below) and ask them to write their name in the middle.
2. Tell the participants to think about men (or groups of men) in their work environment who are part of their immediate circles of influence. These might, for example, be other men in their own work teams, other technical, administrative and support male staff members, men from suppliers, male staff of programs and projects supported, a sports team, groups supported by etc.
3. Ask the participants to write the names of the men, or groups of men, they have thought about in the large inner circles surrounding themselves.

4. Now ask them to focus on the ring of outer circles linked to each of the men or groups of men in the inner circles and to think about themes from the reflection sessions that they would consider raising with them and to write these around the outer circles. Give them time to do that.
5. Ask volunteers to share their “Men’s Network” graphics. As they do so note on a flipchart the most common themes that emerge that the participants would consider raising with the men or groups of men they selected.

Group work

1. Form groups around the most common themes that have emerged and invite the groups to discuss strategies for raising that theme with the men or groups of men they identified.
2. Encourage them to focus not only on “what” they would say/do, but also on the “how”. They should think about the formal and informal spaces in which they interact with those men/groups of men in the workplace. They should also highlight things they should prioritize and avoid to maximize men’s receptiveness and minimize their resistance to discussing the issues.
3. Ask each group to prepare a role play that depicts their strategies.

Presentation of Role plays

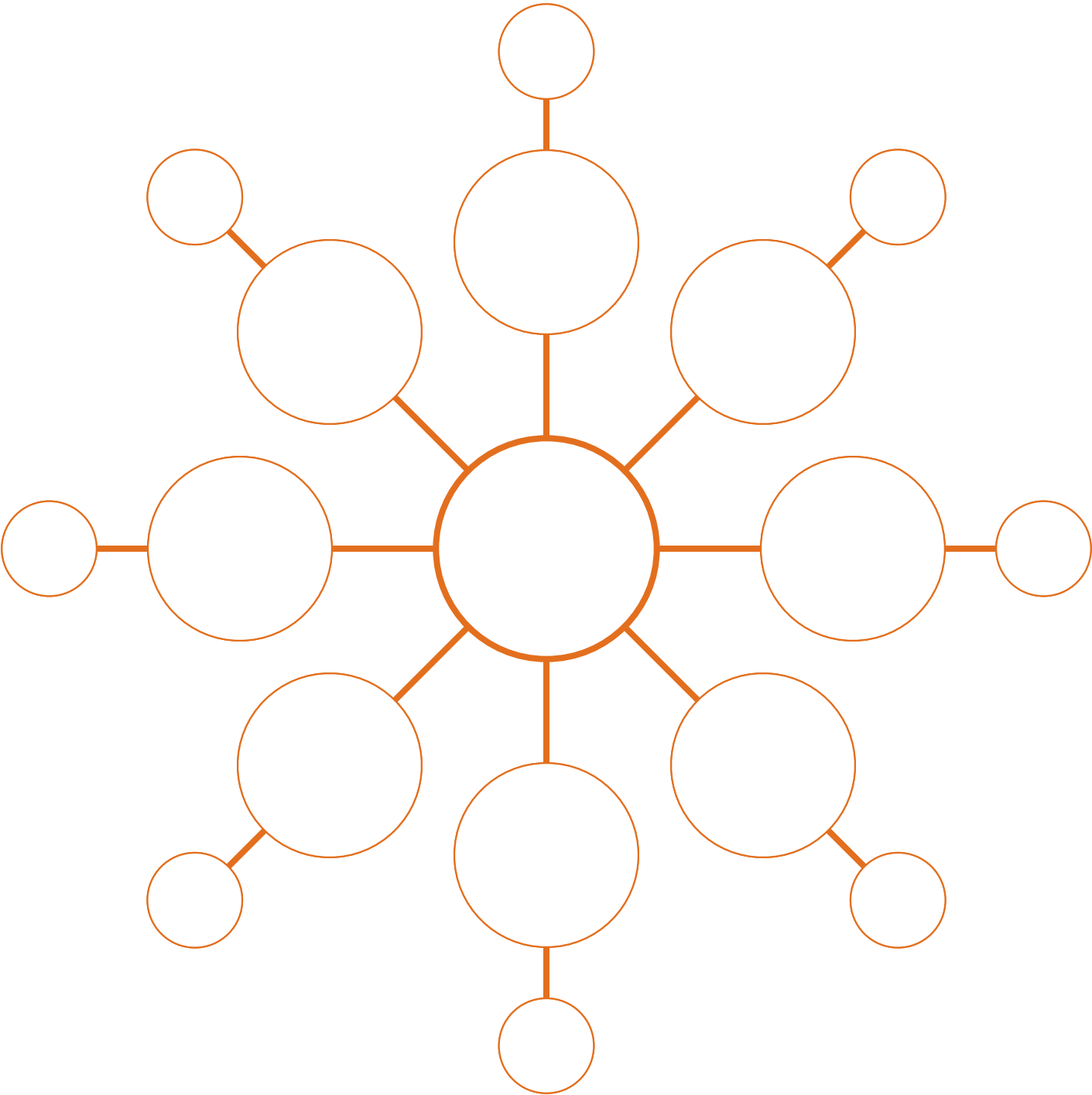
1. Invite one of the groups to present its role play.
2. Allow time for observations, questions, and comments and note the main ideas that emerge related to “best practice for influencing other men in the workplace” on a flipchart.
3. Repeat the above steps for all the role plays prepared by the groups.
4. Carry out a synthesis of “best practice for influencing other men in the workplace”, highlighting significant dos and don’ts.
5. Ask the participants to add any other ideas they have related to dos and don’ts that might not have emerged and note these too on the flipchart.

Proposals for change/action-taking

1. In the same groups, invite participants to discuss the ideas for “best practice for influencing other men in the workplace” that have emerged and to agree on actions they will take individually and as a group.
2. Invite groups to share the actions they have committed to.
3. Bring the session and process to an end reflecting in plenary on steps the group can take to continue to meet and to take ongoing actions that contribute to safe organizational cultures and to achieving equitable masculinities in the workplace and in programme interventions.

FACILITATOR'S NOTES

1. Emphasize throughout this activity that playing an active role to influence other men's sexist attitudes and behaviors is a concrete way of breaking with ties of complicity that are common among men and of expressing their commitment to gender justice. It's also a way of carrying out and strengthening a continuous process of critical self-assessment.
2. Some of the participants may want to reproduce some or all of the activities in this tool with colleagues and work teams. Make copies (hard or digital) available to them and encourage them to work in pairs or small teams to prepare and deliver their own reflections processes.
3. In mixed groups, you can ask the participants to map their own network at work, and come up with potential actions and ways that can be used to influence and change their behavior.



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