

jāgarāṇ

A KNOWLEDGE RESOURCE FOR COMMUNITY FRONTLINE WORKERS TO
PREVENT TRAFFICKING OF ADOLESCENTS AND YOUNG WOMEN FOR
COMMERCIAL SEXUAL EXPLOITATION



Prerana always believed that the large scale problem of human trafficking cannot be tackled without mobilizing many social platforms in the form of a social movement. No social movement can become sustainable without a strong knowledge base. We, at Prerana also believe that in the development sector the knowledge that comes from the ground level experiences is robust and authentic. We endeavor to create this much required but missing knowledge base. The innumerable field-based workers committed to protecting the vulnerable children, adolescents and young adults everyday put to test their hopes for a safer society. We owe to them. Jagaran, this human trafficking Manual is solemnly dedicated to strengthen all those field-based workers with the conviction that one day they will win the war against human trafficking.

This training manual is intended to support trainers and frontline workers working with adolescents and young adults. We have evolved this training manual to create awareness and to enable the youth to observe early signs of violence or exploitation.



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ACKNOWLEDGEMENT

Prerana strongly believes in the power of partnership and collaboration. Our three decades of work are a testament to this belief. At the completion of the first draft of this Training Manual, we would like to acknowledge that the sessions we conducted for Apnalaya and Vacha on prevention of Human Trafficking for Commercial Sexual Exploitation; it served as a motivation for us to take up the task of drafting and completing this manual.

We also acknowledge the efforts of our past employees, Ms. Azra Qaisar and Ms. Megha Gupta who designed some of the initial lesson plans and helped us document them in the form of a training manual. Another colleague, Ms. Annette Joseph who supported in field testing some of the evolved lesson plans you see in this manual today.

We would also like to acknowledge the efforts of Ms. Veena Hari, who we onboarded as a consultant to help us evolve our content into a training manual.

Last but not the least, we would like to thank Prof. Sharon Menezes from Tata Institute of Social Sciences, Mumbai and Sam Koshy, Director - The Movement India for generously reviewing this document for us.

Jagaran has been conceptualised and drafted by Ms. Priti Patkar (Co-Founder & Director of Prerana). Ms. Kashina Kareem (Assistant Director, Prerana) has co-drafted, reviewed and edited various drafts of the manual. Dr. Pravin Patkar (Co-Founder & Director, Anti Trafficking Center) has provided expert inputs & edits to the Manual.

INTRODUCTION

**NOT
FOR SALE**





About Prerana

Prerana is a civil society organization that started working in the Red-Light Areas (RLAs) of Mumbai in 1986 with a view to end inter-generational trafficking i.e., trafficking of children of the trafficked prostituted women into the sex trade, its allied activities or into exploitative labour. To achieve this, Prerana evolved several path-breaking interventions, piloted them, evolved a success story out of each intervention, and disseminated them widely to facilitate their mainstreaming. Prerana expanded the scope of its intervention to address the issues of the prostituted women of the RLAs, especially to fight violence against them and to protect their legal and human rights.

Prerana has been working in the anti-trafficking field for over three decades. Its initiatives and interventions to combat trafficking and provide victim assistance have been duly acknowledged by the state, as well as by various international bodies. Prerana actively works with child victims who have been rescued from commercial sexual exploitation, child victims of sexual maltreatment and children rescued from begging at public places in Mumbai and its adjoining districts namely Thane, Palghar and Raigad.

About the Manual

Purpose

Over the past 35 years, Prerana has worked with thousands of victims of commercial sexual exploitation & sex trafficking especially young girls. In our work with the rescued victims, we have observed the socio-cultural context and their economic situation. More recently we have been coming across cases where the family disintegration has rendered them particularly vulnerable to being trafficked for commercial sexual exploitation.¹

We are convinced that creating large scale awareness about human trafficking and its destination crimes (the exploitative purpose for which individuals are trafficked) like commercial sexual exploitation/sex trade is absolutely essential if human trafficking is to be combatted. This is particularly so because the damage caused by commercial sexual exploitation and trafficking (hereafter ref. to as CSE&T) is thoroughgoing and often irreversible. Thus, prevention and early intervention are very crucial.

This involves building an understanding of vulnerable situations and how to protect oneself by seeking appropriate assistance. This manual is an endeavour to that end and is focused on building an understanding of human trafficking with a focus on CSE&T.

Who is this manual for?

This manual is being offered in the service of social workers, frontline community workers as well as development practitioners who work with vulnerable populations (who could be the potential victims) in urban, rur-urban and semi urban localities. This manual is to assist those who are engaging with adolescent girls and young women covering rights awareness, gender consciousness, sexuality and safety, etc. We hope that this manual would supplement the work of community-based organisations who are seeking to build a holistic understanding of safety & security for adolescents and young adults in their respective communities.



¹This is not to say that individuals from other communities or social classes may not be vulnerable, but they may have access to better protective mechanisms and support systems as compared to the target audience for this manual.

Objective:

The facilitator can utilise this training manual to:

- Build a basic understanding of human trafficking & CSE;
- Support adolescents & young women in the communities in identifying vulnerabilities and risk factors that have dangerous potentialities to facilitate trafficking for CSE; and
- Provide safety tips and resources to the adolescents and young women to seek help in case they find themselves in an unsafe situations.

This manual is specifically addressing trafficking for commercial sexual exploitation (CSE&T) and advocates a preventive model of intervention.

Glossary

Some of the terms used in the Manual have a specific operational meaning which are shared below:

- **Adolescent:** A person who is between the age of 13 and 18 years.
- **Young woman:** A woman who has completed 18 years but is below 24 years of age.
- **Commercial Sexual Exploitation: Sex Trade**
- **Community:** A geographically based smaller version of society with near completeness of the essential institutions and functions with a positive sense of oneness.
- **Facilitator:** The individual leading discussions and helping the adolescents & young women learn from shared information while reflecting on their own experiences.

Note:

This manual has been developed from 'on-ground' experiences of engaging with adolescents and young women belonging to marginalised urban and semi urban communities. For a completely rural context, the content and relevance of the activities, may need to be adapted further.

Key Points about the Manual:

Key Points about the Manual:

- The entire manual is comprised of mainly two parts, i) lesson plans and ii) contextual information relevant to the issue. The lesson plans are for the assistance of the facilitator since they can be used with discretion and adaptations that suit their respective communities.

- Facilitators are advised not to pack a lot of information in a single session. They should understand that the content can be referred to as a guide for facilitating the discussion with groups.

- The facilitator can use the contextual information to apprise themselves as well as to pass on the information appropriately to the adolescents and young women through the sessions.

- Each lesson plan can be delivered to a group within 60 to 100 minutes depending on the size, age appropriateness and maturity of the group.

- There are a few reference material links added towards the end of the manual in case a facilitator wants to know more.

- It is recommended that at least two facilitators deliver the lesson plans which will enable a variation & support in facilitation.

- It is advisable that the lessons plans are not delivered to groups larger than 25 participants. This is to ensure that everyone gets a chance to interact and participate in the activities and the discussions.

- In case the group raises a question that the facilitator is not sure of answering, then it is advisable for the facilitator to inform the group that they would get back with a response in the following session.

Facilitator Requirements

The facilitator is expected to be objective and focus on the “group process” to develop a common understanding that is expected to empower the adolescents and young women in identifying and taking relevant steps towards reporting of violence or potential and possible incidences of violence in their immediate surroundings.

The intended facilitators of this manual must meet the following requirements:

- Have a basic understanding of children’s rights and protection issues, women’s rights, gender & sexuality, sexual violence and are comfortable discussing gendered aspects of power and violence.
- The facilitators should be able to guide and manage challenging discussions that involve sensitive issues of sex, power, and injustice in an inclusive manner.
- Understand principles of communication, individualisation, participation, self-worth, acceptance and compassion, equality & non-discrimination, privacy and confidentiality. The facilitator should be capable of practicing these while conducting the sessions.
- Should be non-judgmental and inclusive.

Facilitator before conducting the sessions should familiarise themselves with information about Human Trafficking.²

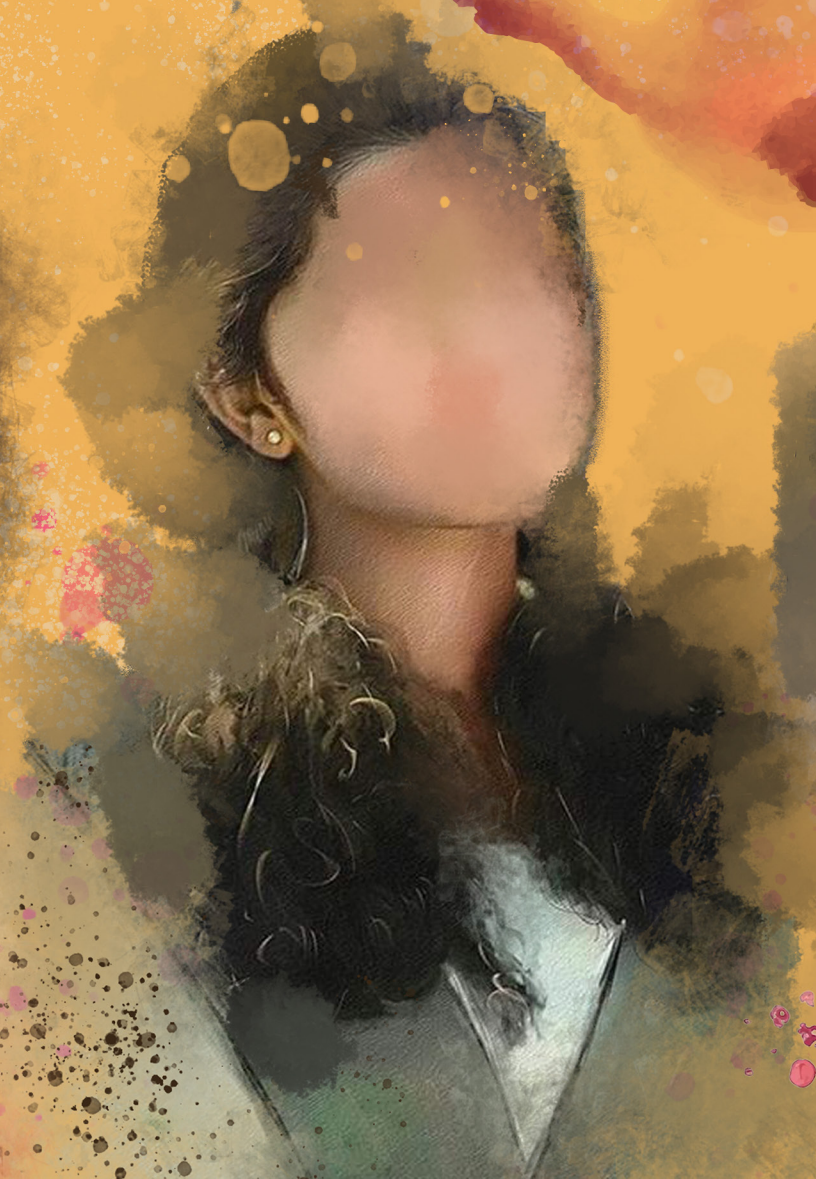
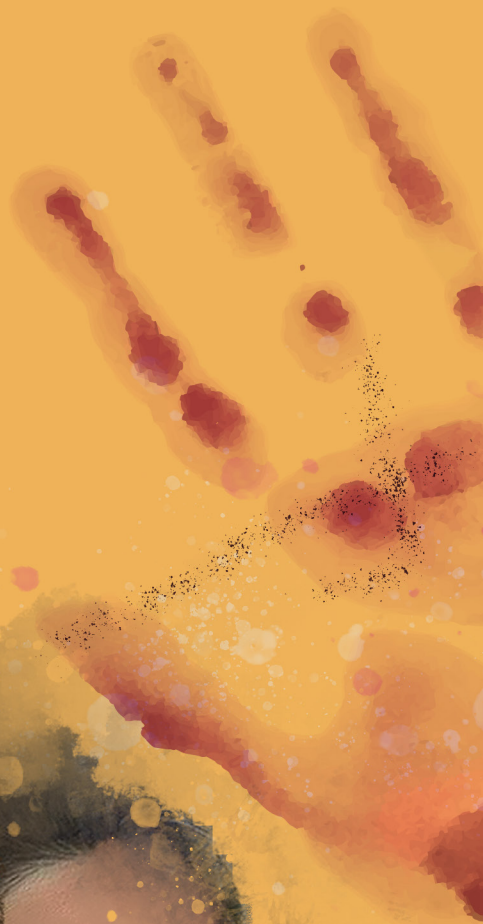
²Throughout this manual there is detailed information on Human Trafficking that the facilitator can read which can help them in developing an understanding of the issue.





A few tips from our end:

- **Setting Ground Rules:** It is critical that the facilitator discusses the relevance of building a safe space when discussing sensitive issues like sexual violence. The rules of creating this space must be evolved collectively with the group. For eg: if a participant shares an experience or observation, it is important that this information is not misquoted in another context.
- The principle of right to privacy and confidentiality, inclusion can also be shared and discussed with all the participants. It is also crucial that we are sensitive to our local cultural contexts while planning and communicating with the respective groups.
- **Trigger Warning!** The facilitator can advise the participants that HT and sexual violence can be a distressing subject to discuss and that the participants may be personally affected by sexual violence. The facilitator should inform the participants that they are free to not participate in any discussions that makes them feel uncomfortable or distressed. In situations, where they feel triggered, the participants are free to distance themselves by quietly walking away for a while until they feel stable to rejoin the discussion. If possible, the CBO can have a dedicated resource that the participants can approach in case they experience distress and would like to express their emotions/ feelings.
- We have presumed that the participants with whom the facilitators would be conducting these sessions, know each other and therefore no ice breaking activities are suggested as a part of this manual. However, a list of energisers is suggested at the end of the document. It is recommended that one or two energising activities are conducted before starting with the core sessions.





LESSON PLAN



SESSION 1

Knowing Myself



OBJECTIVE

1. To understand the concept of boundaries & review your own personal boundaries.
2. To reflect on situations & relationships in our day to day lives where we may need to establish boundaries.



CONCEPT

Personal Space &
Physical Boundaries



DURATION

1 Hour



REQUIREMENTS

White/ Black Board for the facilitator with marker pens/ chalk, Presentation with the photographs shared below, Projector and Laptop, Diaries/ Reflection Notebook for the participants.



FACILITATOR'S NOTES

(This section across the lesson plans is expected to support the facilitator with material that can be discussed appropriately per the discretion of the facilitator with their respective groups.)



Following are a few warming up questions that the facilitator can take up with the group:

What are Boundaries?

When we hear of boundaries, we immediately think of a wall, a physical space that separates two entities. In some sense, that is true. Thus, a boundary is a limit of space between two people, a clear place where you begin, and the other person ends. Boundaries may also include restrictions on certain actions (could be physical, emotional, financial) that makes a person feel uncomfortable.

Why are Boundaries necessary/ needed?

The purpose of setting a healthy boundary is, of course, to protect you. Clarifying 'Boundaries' is an effective way to communicate what you feel comfortable with irrespective of the feelings of the other person involved. Setting boundaries goes a long way in developing healthy relationships with individuals.

Once the facilitator has engaged the group with discussions on boundaries, the facilitator can then bring up the relevance of boundaries in the context of Trafficking for CSE.

Why understanding boundaries is essential while discussing Human Trafficking for Commercial Sexual Exploitation?

Trafficking is an offence in which the trafficker makes profits at the cost of the person who is trafficked. The trafficked person is usually an adolescent or a young adult. Often the traffickers befriend adolescents and young women by posing to be a person of trust or by gradually gaining their confidence, thereby extending the relationship boundaries. Sexual offences are also a violation of the personal space including but not limited to an individual's body. Thus, it is crucial that adolescents and young adults understand their feelings and emotions around physical boundaries and are equipped to understand the violation of these boundaries so that they can assert and share if they are experiencing discomforts in any relationships.

Activity 1

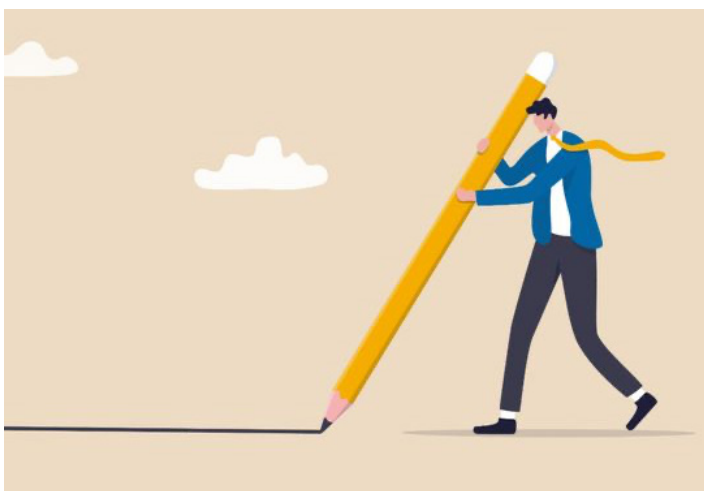
The facilitator can share a slideshow of the following images with the participants:

(Cue: These are images of boundaries. This is to help participants align and contextualise the term boundary. If you think these pictures do not fit your socio-cultural contexts, please use other appropriate photographs.)

After sharing these images with the participants, the facilitators can ask the participants the following questions:

- What are the first thoughts that run across your mind when you see these pictures? Without thinking too deep, the facilitators can encourage the participants to put these down in their diaries.
- Is there anything common in these photographs? If yes, what is the commonality?

Facilitator encourages the participants to share whatever they have been able to write down. The facilitator can try to further build on the points shared in the group by the participants.



A few guiding points:

- Boundaries are limits. Setting boundaries is the way we communicate what is ok (permissible) and what is not ok (not allowed) in relationships. These may change from person to person. Thus, each one of us need to understand how we feel (assess emotions and bodily responses) when we set boundaries as well as when they are broken.
- In the Indian context, we are often not made aware of boundaries while we are growing up. Most of us do not have healthy boundaries with our family, sometimes even with our extended relatives. Thus, it may be difficult to set these at first in our personal relationships. However, it is important to understand that setting boundaries are healthy, it takes our relationships a long way. It helps us understand and respect individual choices.
- We may require spelling out our boundaries to all individuals in our lives: our relatives, friends, acquaintances, colleagues,
- While setting these personal boundaries you may consider the following:



Time

You only have limited time in a day, and it's important to be mindful about how you spend your time. You can assert a bound - with your time by saying no to things you do not want or need to do, or you can say yes to things you want to spend more time on.



Communication

You have the right to be spoken to with respect. People in our lives may say or do hurtful things (at times unintentionally). You can assert a boundary with communication by asking others not to use disrespectful language and to speak to you respectfully.



Personal Belongings

This includes money, your cell phone, clothes and any other property. You can assert a boundary with your personal belongings by saying no when you are uncomfortable with giving or lending, or you can say yes when you are comfortable with giving or lending.



Physical Space

Personal space means the space around you and includes physical touch. You can assert a boundary with your physical space by asking people not to get too close or by saying yes or no to hugs or other forms of physical contact.



Personal Information

You have the right not to share things about yourself. You can assert a boundary with personal information by answering or not answering questions that make you uncomfortable and by being mindful about what personal information you share with different individuals. If you choose to use social media, you can assert a boundary with how others communicate to you on the internet and what information you share on your social media profiles.

Following this discussion, the facilitator can ask the participants to think about other areas in their life where they may want to set a boundary.

Once the context of boundaries is set, the facilitators can ask the group to take a few minutes to reflect on their experiences, recent and in the past where they set a boundary in their lives with any individual. It is also relevant that the facilitators help participants identify what kind of breach of boundary upsets or causes discomfort to them. Some examples are as follows:

My boundary is crossed when someone:

- Uses my things without my permission.
- Who is not from my immediate family, physically touches me.
- When someone uses/ takes my phone without my permission.
- Presumes my consent without explicitly seeking it.

Note: This list is not exhaustive, and the facilitator can add more points here.

Concluding Reflections

The facilitator can encourage the group to share what stood out for them in this session. Following are some quick final takeaways with which the facilitator can end this session:

- Drawing boundaries can be a hard decision and can be influenced by several factors like age, gender, relationship with others, etc.
- Establishing a boundary may also be harder in situations when we might be facing peer pressure or when it is a member of our family or a known person, or someone we love to conform to a particular decision. However, the first step to boundaries is to reflect and to understand what exactly our boundaries are. The next step is to make efforts to communicate this to the other person.
- Boundaries are constantly changing and are unique to every individual and thus what may seem like acceptable behaviour for me might not be ok with others.
- Boundaries also need to be constantly communicated with others.

The participants can lastly be asked to think in detail about their boundaries in different aspects of their life.



SESSION 2

My Relationships



CONCEPT

Understanding Safety, Healthy and Harmful relationships.



DURATION

1 Hour



RECAP

The facilitator encourages the participants to share what they learnt in the previous session. The facilitator can also facilitate a discussion around practicing what was learnt in the previous sessions.



OBJECTIVE

The participants will be able to use the concept of boundaries from the previous session to understand healthy and harmful relationships. Towards the end of the session, they would also be able to identify characteristics of both.



REQUIREMENTS

White/ Black Board for the facilitator with marker pens/ chalk & Diaries/, Presentation with the Case Study of Ayesha (shared below), Projector/ Screen and Laptop, Reflection Notebook for the participants.



FACILITATOR'S NOTES

Note: Facilitating a conversation about human trafficking can be difficult. It is an emotionally charged topic with numerous myths floating around, a lack of evidence on prevalence and screening tools, and is generally a new topic to most people, including social workers, frontline community workers as well as development practitioners. However, there are a few key points that should be considered by any facilitator discussing human trafficking with a group:

- It is essential to dispel myths and state the facts. The facilitator should patiently listen to the group's understanding about the issue and gradually help them understand the facts and dismiss the myths.
- The facilitator should avoid using sensationalized imagery and stories. Unfortunately, the knowledge material that you find online is sensationalised and often not based on facts. Thus, it is important that you get information from trusted, responsible, and well researched sources.



Healthy and Harmful Relationships:

The facilitator can start the discussion about why it is relevant/ important to understand healthy and harmful relationships. Some guiding points are shared below:

- Understanding healthy and harmful relationships helps us make a safe decision about the kind of relationships we want in our life.
- If we feel uncomfortable and unsafe in a relationship, we may not be able to be ourselves. We may find it difficult to be the person that we are and truly share our emotions and feelings.
- In this process, we sometimes also try to become someone that the other person may want us to be. This can make us doubt ourselves and may be a threat to our individuality.
- It can lower our self-esteem and it can be harmful for us. Therefore, it is important to carefully assess our relationships and gradually evolve healthy boundaries with others.

Following are a few points that can help the facilitator guide a conversation around healthy and harmful relationships.

Characteristics of a Healthy Relationship:

- Mutual Respect
- Trust
- Open Communication
- Honesty
- Understanding of each other
- Practice of Healthy Boundaries

How do we identify a Harmful Relationship?

- Want of control: when one person in the relationship begins to control and make decisions most of the time.
- Use of force: to get something done against a person's wishes/ choice.
- Intimidation: frightening a person especially to get some work done by them
- Lack of privacy: wanting to know every detail of one's life.
- Neglect of one person's needs over the other's
- Being afraid of sharing what you feel with another person.

None of these lists are exhaustive, but they would help the facilitator discuss the signs of healthy and harmful relationships. Once this context is built, we can move towards understanding trafficker's vis a vis unhealthy relationship.

Human Traffickers and their relationship with potential victims are their families

A few of the following points can be taken up by the facilitator with the group:

- **Who are Traffickers?** Traffickers are rarely strangers; they are often known persons and could also be family members from one's immediate or extended family. It is experienced that those who are involved in trafficking adolescents & young women often work on developing a relationship of trust with the potential victims and their families.
- **How do traffickers get access to adolescents and young women?** The traffickers may initially befriend their targets or their family members disguising as a helpful person. They win their trust and confidence. Over a period, once this relationship is established, they may coerce the child or young adult into committing a seemingly trivial breach like leaving their natal home without informing the adults at home or crossing a border without relevant documentation and so on which may then be used as a bait to force them into the sex trade.
- **How does trafficking take place?** Traffickers often lure adolescents and young women into the sex trade under the pretext of a good lifestyle & better standard of living. In our experience, traffickers may also initially introduce them to socially acceptable jobs like catering, event management, beauty care, etc. and then gradually push them into the sex trade.

In this context, it is crucial that adolescents and young women understand healthy relationships and are able to identify red flags in their relationships, thereby setting healthy boundaries.

Once the context on healthy and harmful relationships with human trafficking is built, the facilitator can move on to discuss a few indicators of unhealthy relationships (in context of trafficking) through a case study:



**The Story
Of Ayesha**

© 2014

The facilitator can either read this case out or present it on the screen and ask a participant to read it out.

- **Who is Ayesha?** Ayesha, a 15-year-old girl lived in Mumbai's Saki Naka area with her mother and two younger siblings. She had lost her father a few years ago to jaundice. Her mother was the sole earning member who used to work as a cook in the nearby area. Ayesha witnessed their financial struggles and was keen on helping her mother take care of the household expenses.

- **About the trafficker:** Aanchal, their neighbour, introduced Ayesha's family to Ramesh as her cousin from her village. Ramesh expressed that he had got a good job opportunity in Mumbai and had shifted from Agra, Uttar Pradesh recently.

- **Developing a relationship:** Healthy or Harmful? After getting acquainted to Ayesha's family, Ramesh started frequenting their house on a regular basis – sometimes to interact with Ayesha's mother seeking some household help and sometimes to interact with Ayesha about her well-being. He also helped the family run some errands like buying vegetables, fixing a broken tube light in the house and so on. During one of his regular visits, he visited their residence and Ayesha was alone at home. While asking Ayesha about her likes and dislikes, he initiated an intimate conversation asking her if she liked any boy in her neighbourhood. He went further in asking Ayesha about what characteristics does she like in boys? Even when Ayesha refused to entertain these questions, Ramesh kept bringing them up in every other conversation he had with her, especially when her mother wasn't around.

Once the facts of the case are shared, following questions can be asked and discussed with the group.

Reflection Point #1:

The facilitator can ask the following questions to the group:

- If you were Ayesha, how would you respond to this situation?
- Have you ever been in such a situation or have observed your closed ones experiencing this?
- How have you or someone you know responded to individuals in such situations?
- Would you want to change the way you have responded in the past and how?

The facilitator can ease the group by telling them that their reflections will be confidential – it'll stay with them and only if they are comfortable, they can share some points in the group.

Reflection Point #2:

The facilitator can now divide the participants into two groups. The groups can be given the following questions to think and reflect upon. Within 15 minutes, the entire group can be expected to convene for a larger discussion/de-brief:

Group 1: Can think about how Ayesha could respond to this situation – drawing her boundaries and maintaining a healthy relationship.

Group 2: Can think about possible ways in which this relationship could develop into a harmful relationship and how could it affect Ayesha in the longer run.

Following are a few guiding points for the facilitator to stir the larger group discussion:

- **Ayesha's actions towards developing a healthy relationship:** Assess her feelings towards this question, if she is uncomfortable – then she may want to communicate the same to Ramesh. If this happens repeatedly, she may want to sensitively discuss this with her mother or her friend Aanchal. She may also take a decision at some stage to stop interacting with Ramesh, especially in the absence of her mother.

- **Possible ways in which the relationship may become harmful:** Ayesha shares with Ramesh about her liking towards a boy in their neighbourhood. Not knowing Ramesh's intention, he may use this information in the future without Ayesha's consent: he may also share this with the boy himself or with Ayesha's mother. He could use this information as a bait to get something done from Ayesha possibly against her will.

After discussions, both the groups can reflect and discuss the following points:

- How does one build healthy relationships and nurture them?
- Is it possible that healthy relationships can turn unhealthy or harmful? How can this happen? Are there practical ways to intercept?
- How should one exercise their agency and take a stand in relationship building?

Activity 1

Characteristics of Healthy Relationships³

Developing Healthy Relationships is an important Life Skill! The facilitator can share the following guiding questions with the participants before sharing the checklist below:

- How many of the following attitudes and behaviours are present in your relationships? Think of your closest relationships while administering this checklist.
- Tick mark if your relationships align with the indicators on the checklist:

- Communication is open and spontaneous (including listening)
- Rules/boundaries are clear and explicit yet allows flexibility.
- Individuality, free and personal identify are enhanced.
- Each one enjoys doing things for oneself, as well as for the other
- Play, humour, and having fun together is common.
- No one attempts to “fix” or control the other.
- Acceptance of self and the other (for real selves)
- Assertiveness: feelings and needs are expressed
- Humility: able to let go of the need to “be right”
- Self-confidence and security in own worth
- Conflict is faced directly and resolved.
- Openness to constructive feedback
- Each is trustful of the other.
- Balance of giving and receiving

- Negotiations are fair and democratic.
- Tolerance: forgiveness of self and others
- Mistakes are accepted and learned from
- Willingness to take risks and be vulnerable.
- Other meaningful relationships and interests exist.
- Each one can enjoy being alone, privacy is respected.
- Personal growth, change and exploration are encouraged.
- Continuity and consistency are present in the commitment
- Responsibility for one’s own behaviours and happiness (not blaming other)

The facilitator can conclude this reflection by encouraging the participants to think of how they can make their relationships stronger by building healthy boundaries.



³<https://shorturl.at/uAPR1>





SESSION 3

Decoding Consent



CONCEPT

Consent



DURATION

1 Hour



RECAP

The facilitator encourages the participants to share what they learnt in the previous session. The facilitator can also initiate a discussion around practicing what was learnt in previous sessions.



OBJECTIVE

Through this session, the participants will be able to understand what is consent and how is it applicable in our day to day lives.



REQUIREMENTS

White/ Black Board for the facilitator with marker pens/ chalk & Diaries/ Reflection Notebook for the participants.



FACILITATOR'S NOTES

Note: The topic of consent is crucial and may take some time to facilitate in a group. Thus, depending on the age and maturity of the group the topic of Consent can be broken down further into two sessions of 45 minutes each as well.

The facilitator can use the following points to initiate/ warm the group up. Ask the participants if they have heard of the term consent. Also ask them what is consent in their regional languages. For eg: in Hindi consent can be loosely translated as अनुमति or सहमति

What is Consent?

Consent refers to an agreement between two or more people. Consent implies choice. As a practice, seeking consent must not be limited to only certain circumstances. For example – consent should be sought for social actions and interactions, such as for greeting a friend with a handshake or a hug or clicking a picture, among others.

What does Consent involve?

Seeking permission, decision-making by the parties, and mutual agreement by all those involved.

Is Consent important and why

Consent is a crucial element in all interactions, but it is often disregarded and rarely paid heed to in our daily lives. It is generally discussed in the context of sexual interactions (sexual consent) but its application goes beyond that. Understanding consent is important to exercise freedom of choice and establish boundaries for one's safety. Seeking and giving consent means that we respect ourselves and the person(s) with whom we are interacting.

Activity 1

After introducing the term consent, the facilitator can execute the following activity.

Objective: This activity helps understand consent in a simpler relatable manner.

Material required: Phone/ Speaker and a music playlist/ song.

Time required: 15 - 20 minutes.

Instructions for the activity:

- 1) The participants are made to stand in concentric circles.
- 2) Once the music is playing, the inner circle moves in an anti-clockwise manner and the outer circle moves in a clockwise manner. The music stops, an individual each from the inner and outer circle face each other.
- 3) The facilitator instructs the participants must shake hands with the person in front of them.
 - First handshake – The facilitator can instruct the group to shake hands with the person in front of them if they would like to.
 - Once the first handshake is done, play the music again and ask the groups to go around in circles. Once the music stops, initiate the Second handshake - The facilitator can instruct the group to negotiate the next handshake. Facilitator can share these examples – Would you like it to be left-handed or right-handed? Would you like the handshake to be firm or loose? Would you like it to be a full handshake or a fist bump? Etc.
 - Once the first two handshakes are done, play the music again and ask the groups to go around in circles. Once the music stops, initiate the third handshake - The facilitator can instruct the group to balance out the two handshakes. They can try to keep the handshake fun but also communicate with the other person, focus on their verbal and non-verbal responses.

After conducting this activity, the facilitator can instruct the group to come back into the original setting. The facilitator can discuss a few questions below post this activity:

- What did you think was the difference between the three handshakes?
- Which did you like the most and why?

Understanding Consent

The facilitator can communicate the following points around consent through a group discussion. Alternatively, the facilitator can divide the participants into groups and share a few prompters for them to discuss consent in their respective groups. Post this, they can come back in the larger group and share reflections from their discussions. During these reflections the facilitators can build on their understanding further with the help of the following points:

What is Consent?

Consent is a voluntary agreement made by an individual after being informed of the different alternatives. It is freely given and enthusiastically communicates the willingness of an individual to engage in a particular action or activity.

What do we need to know/ understand about consent?

- Consent cannot be assumed in any situation. It always must be sought. In every situation, we should ask individuals whether they would like to engage in a particular activity. For instance, even within our friend circle, we cannot assume that our friends will all agree to meet us if we ask them to. We should thus ask if they would feel comfortable meeting at a mutually set time and place.
- All information about the activity or act should be given before seeking consent. This is known as informed consent. The person whose consent is being sought should be provided with accurate, and honest information about the options available.
- Consent should be freely and enthusiastically given. The person consenting to the activity should not be pressured, threatened, bullied, or intimidated into giving a particular or desirable response. Furthermore, a person's response (acceptance or rejection), if not desirable, should not have negative consequences for them. Eg: Isha was sitting alone in her class when a group of her classmates joined her. A boy from the group demanded that she complete his homework, while the rest of the group made jokes and coaxed her to start writing. They repeatedly asked Isha why she was hesitating in writing, "What is the big deal?" they asked. Isha finally relented and consented to complete the boy's notes. Did Isha consent freely and enthusiastically to this action?
- Consent is closely connected to the right to privacy and confidentiality. During our interactions, we may come across information that pertains to another individual. Before sharing the information, we must take the individual's consent for the same. Sharing information and sharing a person's identity are different from one another. Therefore, consent should be sought individually for these actions. In some situations, a person may consent to share the information but not their identity. It is our responsibility to ensure that the individual's choice to remain anonymous is respected.



How is consent communicated?

- Consent is always verbally communicated. Any ambiguous text messages, social media friendships, emoticons among others cannot replace a verbal and enthusiastic 'yes'. Ramesh always sends Radha a good night message with a heart emoji. Radha believes that Ramesh likes her and that they are in a relationship. Is Radha right to believe that Ramesh has consented to a relationship?
- If you ever must assume consent because it is not verbally expressed, always assume it's a no.
- Consent can be revoked at any time. It is not permanent. Once someone has consented to something, they also have the right to withdraw the permission granted to continue the activity. If one has lost the ability to say 'no' at any time during the activity, then they are no longer consenting to the continuation of the activity.

For which activities is consent applicable?

- Consent matters across relationships and interactions. To build a culture of consent, we must normalize its presence in our everyday life.
- Consent cannot be generalized across activities. It is not continuous. A person may have consented to one activity after knowing all choices available and making an informed decision about the same. The same agreement cannot be used to engage the person in another activity. Their consent was not sought for the new activity, and they are unaware of all the options available to make an informed decision. For instance, one may have consented to hold hands with their partner. However, it does not mean that they have also consented to hugs or any other physical activity. Therefore, for each new action, consent must be sought.
- Consent is equally important in our online interactions. You have the right to choose what you wish to upload on the internet. Similarly, you should not upload anything about anyone else without their consent. You should also not share information about others without their consent, including screenshots of their images, profiles, etc.
- Consent in physical interactions allows for bodily autonomy, and an opportunity for individuals to establish boundaries in which they feel safe and comfortable. No matter what the physical interaction, always seek the consent of the other person. For instance, before touching anybody, always ask if they would feel comfortable with the same. You also have the right to say no or remove yourself from the situation if you feel uncomfortable.
- Consent of a person is immaterial when they are being subjected to any form of violence: trafficking, sexual abuse, any other forms of violence. Consent is also immaterial while circulating child abuse imageries or pornographic content involving children.
- Any consent procured through coercion or means involving but not limited to money, cannot be presumed/accepted as consent.
- Since an individual is presumed to be of a certain maturity during their childhood, legally consent cannot be sought from a child (any person who has not completed 18 years of age). Thus, as per Indian Law, consent is immaterial when you engage in sexual activity with a person below 18 years of age.

Activity 2

Material required: Post its and pens

Time required: 15 minutes.

Instructions for the activity:

- The facilitator to instruct the group, based on the conversations and discussions around consent, participants to reflect on the below questions and write on a post it:
1. Have you ever faced any difficulty in declining or saying no to someone? What makes it difficult to say no?
 2. What would you like to say to a person who is facing difficulty in saying 'no' to something.
- The facilitator can discuss the points that the group has written down on post its. This would help the group reflect on common situations and challenges individuals of similar age and cultural backgrounds may go through. It may also motivate them to take necessary action.
 - The facilitator can conclude this conversation by reiterating a few takeaways as stated below and encourage the participants to reflect on how they would like to evolve their relationships based on consent:
 - Consent is necessary in all human interaction and activity.
 - Consent cannot be presumed in any situation and must be sought explicitly.
 - Consent is immaterial in certain situations largely in situations of violence.







प्रघाचाच उत्तर घाते
विकसित करणे हाच सकारण कदम आहे
श्रीलंकाचे वसाहती
वितरण
समाप्त अटक
अलि
रविव्रा उघडला अन् घात झाला
मामाचे हंगामरी: चार जणांना अटक, तीन चामरी

phish **chi**
The world's first beer
Your wrist
B.P. Hart
Pakistan
0



SESSION 4

Shamsher

Understanding Human Trafficking



CONCEPT

Basic understanding of Commercial Sexual Exploitation and Human Trafficking (CSE&T)



DURATION

90 Minutes



RECAP

The facilitator encourages the participants to share what they learnt in the previous session. The facilitator can also facilitate a discussion around practicing what was learnt in previous sessions.



OBJECTIVE

1. The participants will have a basic understanding of CSE&T through case examples.
2. The participants will debunk some common myths about CSE and Human Trafficking.



REQUIREMENTS

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FACILITATOR'S NOTES

The facilitator can use the information shared in this section to better inform themselves on the subject and build conceptual clarity to effectively facilitate the awareness sessions around CSE&T. The facilitator can stir a discussion around the following questions. The points under the questions can help the facilitator to guide the discussion:

What is Human Trafficking?

- Human trafficking is defined as recruiting, transporting, harbouring, transferring, and receiving a person(s) by using means such as force, coercion, threats, abduction, by practising fraud or deception, or by abuse of power or by inducement, including giving payments or benefits to achieve the consent of any person having control over the person recruited.⁴ In simpler words it is the buying and selling of humans for various exploitative purposes.
- Persons are trafficked for various purposes like commercial sexual exploitation, servitude, bondage, forced labour, organ harvesting and organ trade, and other exploitative purposes.
- Trafficking in persons may not always involve physical movement of the person from one place to another. In fact, in certain cases the victims may be trafficked and exploited in their own home, towns and cities.
- Trafficking can take place within a city/town, between cities/towns (intrastate), between states (interstate), and even between two countries (cross-border). India acts as a source, transit, and destination for trafficking in persons.
- At times, trafficking can result from customary practices such as the Devadasi system⁵ (i.e., dedicating prepubescent girls to prostitution in the name of dedicating the girl to gods or deities religion) or as in the case of certain communities such as the Nat, Bedia and Banchada tribes of North West India where young girls and women from the community are pledged into the sex trade as soon as they hit puberty.
- The use of the means is not essential for it to be considered a trafficking crime in case the person trafficked is below 18 years of age. Similarly, as shared above, the consent of the victim is immaterial in all cases of human trafficking.

What do we need to know about victims/ potential victims of Human Trafficking?

- Traffickers often target children and young people, especially females from vulnerable families, where they see the adults are without a job, there is family disintegration, the children have been separated from the family and are without any protection, etc.
- Victims are trafficked from rural as well as urban neighbourhoods.
- Most of those trafficked persons are adolescent girls in the age group of 12 – 16 years and some of them are resold several times to different traffickers and pimps and moved from one destination to another.
- Often after gaining trust, the trafficker may persuade the potential victim to engage in an act like leaving their home without informing an adult, crossing a state or national border. The trafficker may then use this as a bait to induct them into the sex trade. The trafficker may thus push them into a situation which may deprive them of a support system.
- Under the pretext of getting a lucrative job in a city, a trafficker may persuade a young girl to run away from her home without informing her parents or any family members.
- Similarly, a trafficker may induce a vulnerable individual to cross state or even national borders under the false promise of marriage or a lucrative job and living a better life.
- The traffickers thus attempt at delinking the individual from their support systems thereby alienating them further and forcing them to become dependent on an external provider who is none other than the trafficker or their allies.
- In recent times, traffickers recruit young girls and women from urban, rur-urban and semi urban localities and exploit them in their own districts. The traffickers are confident of their abilities to control the victims and thus they do not physically restrict the victims – they let them engage with their families and coax them into giving a convincing story to their families of them being part of a legitimate workforce.

⁴Derives from Section 370 of the Indian Penal Code

⁵Under the Devadasi practice, unmarried young girls (often before puberty), would be dedicated to Gods in Hindu temples, which made them objects of sexual pleasure to temple priests and pilgrims

Thus, to understand Human Trafficking simply, the facilitator can share the following chart on the screen:

ACTIONS	<ul style="list-style-type: none">• Recruitment• Transportation• Transfer• Harboring• Receipt
MEANS	<ul style="list-style-type: none">• Threat• Use of force or other forms of coercion• Abduction• Fraud• Deception• Abuse of power or position of vulnerability• Giving or receiving of payments or benefits to achieve the consent of a person having control over another person
PURPOSE	<ul style="list-style-type: none">• Exploitation of the prostitution of others (in other words, forced prostitution)• Other forms of sexual exploitation• Forced labour or servicesSlavery or practices similar to slavery• Servitude• Removal of organs

Why are people trafficked?

- Trafficking is carried out for the gain, profit, or benefit of someone other than the person subjected to trafficking and at the cost of the person so trafficked.
- Persons are trafficked for commercial sexual exploitation (conventionally called prostitution), servitude, bondage, organ trade, mail-order bride and such other exploitative purposes

Who gets trafficked?

- Broadly speaking anyone who is vulnerable and by trafficking whom profits can be made by the trafficker, is at the risk of getting trafficked.
- Infants are trafficked for illegal adoption, organ harvesting, and organized beggary. Children get trafficked for all these as well as for the exploitative labour sector. Adolescent and young people get trafficked for exploitation in the labour sector, for the sex trade, for shadow entertainment. Adolescents and young women also get trafficked as brides.
- People of every religion, age, race, and creed carry the risk of getting trafficked.
- Nonetheless, people from marginalised communities, unsupported and unprotected people, people of underdeveloped countries, belonging to lower socio-economic strata are most susceptible to getting trafficked.
- Anyone can be a victim of human trafficking. However, vulnerable populations who have little social and legal protection are at high risk.

What are 'destination crimes' of Human Trafficking?

Human trafficking is carried out with the end purpose of subjecting the person trafficked to a life of exploitation for the profit of person/s other than the person trafficked but at the cost of the trafficked person. The purpose of trafficking varies and includes, although it is not limited to:

- Prostitution or commercial sexual exploitation
- Slavery
- Servitude
- Bonded labor
- Organized beggary
- Organ harvesting and trading
- Mail order brides
- Baby-selling – illegal adoption
- Baby farming - Illegal commercial surrogacy
- Camel jockeying, etc.

All the above-mentioned activities may be aptly called the 'destination crimes.' The activities named as destination crimes are prohibited by law in most countries. In India, there are separate laws to address each type of destination crime.

Note: Before going any further, the facilitator should recap the acts, means and purpose of trafficking along with who are vulnerable to trafficking.

What is sex trafficking?

Sex trafficking is an umbrella term that may include commercial sexual exploitation commonly addressed as prostitution, but also pornography, erotic dancing, stripping, live sex shows, mail-order brides, military prostitution, and sexual tourism.

What are trafficking-prone occupations?

There are certain occupations that facilitate human trafficking. They give rise to vulnerabilities and exacerbate them, thus making the person/ persons especially more vulnerable to getting trafficked. They are occupations that by their nature of operations erode, breakdown, or weaken the protective mechanisms and support systems of the state and the civil society and facilitate the traffickers' access to potential victims.

For example, rural agricultural produce market yards, beedi-making industry, fish processing industry, ladies liquor bars, dance bars, erotic dance clubs, etc.

Activity 1

Material required: None
Time required: 15 minutes.

Instructions for the Activity:

Invite the participants to reflect and list down their aspirational jobs and the reasons why they aspire to pursue this job. Further, ask them to reflect on the following questions vis a vis these aspirational jobs:

- Are these jobs safe for women? If not, why?
- What are the indicators of safety that they have used here?

What is Sex Tourism?

The World Tourism Organisation, a specialized agency of the UN, defines sex tourism as “trips organized from within the tourism sector, or from outside this sector but using its structures and networks, with the primary purpose of effecting a commercial sexual relationship by the tourist with the residents at the destination.” Certain destinations in India are infamous for tourism especially child sex tourism. These destinations include Goa, North Karnataka, part of Kerala, Rajasthan, and Uttar Pradesh.

Who is vulnerable to sex trafficking?

The facilitator can encourage the group to reflect and share the factors that make adolescents and young women more vulnerable to sex trafficking. A few points for your guidance are stated below:

Note: Persons that are most at risk being trafficked for commercial sexual exploitation may have experienced more than one of the following vulnerabilities.

- **Economic hardship:** Adolescents and young women from extremely poor families with minimal to no means of earning subsistence.
- **Complete lack of or poor or disintegrated social protection mechanisms:** Lack of awareness and access to social welfare schemes which further aggravates poverty.
- **Lack of social support systems:** Adolescents and young women from ‘at risk’ families (families experiencing divorce, separation, parent(s) with chronic alcohol dependency, etc.), with history of childhood sexual maltreatment, homeless or runaway children (children who have run away from their homes), and lack of social support from parents, friends, significant others such as teachers or extended family.
- **Emotional vulnerability:** Children and young women with low self-esteem, experiencing isolation, and lack of meaningful relationships with parents.
- **Persons with learning disabilities, mental illness, developmental delays, and substance dependence** (alcohol, tobacco, any other).
- **Persons with low levels of education:** Those who have never been to school or have dropped out.
- **Persons having experienced natural and other disasters:** such as earthquakes, droughts, floods, wildfires, pandemics etc. and political instability: such as during riots. These may lead to loss of income, death of family members/caregivers, physical and emotional distress, homelessness, forced displacement and migration which may make these individuals more vulnerable to trafficking.
- **Children belonging to communities with institutionalised and harmful social tradition of trafficking their own young girls into the sex trade:** This has been found in the cases of certain communities such as Banchadas, Bedias, Nats, etc. in the states of north-west India, and also in the Devadasi system in the southern states of India.
- **Informal and high-density nature of residences and workplaces,** i.e., children and young women in urban low-income settlements with little privacy and overall situation of community disintegration.

Note: All the above information in Session 4 is to build a solid understanding of the facilitator as well as to pass on relevant information to the group. Thus, once the facilitator has gone through these sections, depending on the age and maturity of their respective groups, they can transfer some of this information appropriately to a power point presentation.

Case Examples:

Once the facilitator has built a theoretical understanding of Human Trafficking and Commercial Sexual Exploitation, the following case examples can be shared with the group. These can be shared on the screen via a projector and discussed with the group:



Shreya was rescued from the sex trade at the age of 17. She liked to dance and would attend dance classes to hone her skills. In her class, she befriended some girls who would talk about 'lucrative' opportunities and modelling assignments in a different city.

They would often tell her that she was quite beautiful and would be able to access many good opportunities in a different city. Encouraged by her new friends, one day Shreya left home without informing her family to pursue a career in dance.

Soon, she found that the opportunities that her friends had shared were not real and were a ruse to get her away from home. She was going to be pushed into the sex trade but was rescued by the police.

Mamta befriended an older woman on social media. She interacted with her regularly and gradually Mamta started sharing details about her personal life with this woman. Mamta confided in the woman about the financial difficulties within her family.

The woman used this occasion to introduce Mamta to opportunities in the 'event management' space. She even added Mamta on some social media groups for Mamta to explore these opportunities well. The woman went ahead and asked Mamta if she would like for them to meet.

While they met at a local restaurant, the space essentially served as a pickup joint and the woman had already invited some clients to this restaurant. Fortunately, before any further development, Mamta was rescued by the Police.



Prema was rescued by the Police from an apartment in a residential locality from a district adjoining to Mumbai. Prema befriended a woman who claimed to be her boyfriend's acquaintance. She would meet Prema and her boyfriend regularly after their classes since they all lived in the neighbourhood.

She would often get Prema gifts in the form of good food, clothes, etc. During one such meeting, she mentioned to Prema that she was aware of her family's financial struggles and thus wanted to suggest a good job for her. She shared with Prema that all she would be required to do was accompany people and chill with them either at their residence or outside at restaurants, hotels, etc.

Her boyfriend also encouraged her to get involved so that she could financially support her family. Little did Prema know that she was being lured to be sold into the sex trade.



Activity 1

Material required: List of statements shared below and diaries for participants to make notes

Time required: 45 minutes.

Many such girls are lured by false promises by someone known to them, who later sells them into the sex trade. They promise them a job, or marriage, or pretend to be in love with them. It is usually someone known to the victim who approaches the girls or their family, and then sells them into an exploitative situation. In some cases, they also get the victim to agree and share some of the profits with the victim or the family for the exploitation to continue. The traffickers befriend them, recruit them, transport them, ensure they are harbored if required by their friends or partners, gain their trust, and then push/sell them into a life of exploitation.

Two of the methods used to lure adolescent girls and young women, are shared below.

1. Finesse pimping - It involves using behaviour that indicates compassion, kindness, but manipulating the potential victims through small gifts of cash, clothes, shelter, food, and drugs to make them feel obliged or indebted to the pimp.
2. Guerrilla pimping - It involves using violence, threats, intimidation, or aggression to recruit and then enslave the victim.

Note: More information around grooming is shared in Session 5.

Following are some points that may be discussed with the group after the cases are shared:

- In all these cases, who are the traffickers and how do you think they have developed a relationship with the victim and their families?
- Are there any commonalities in these cases? Can the group point out some of these?

Instructions for the Activity:

The facilitator distributes slips of paper to each participant.

The facilitator will then read out some statements and the participant are expected to note down in their diaries whether according to them, the statement is True or False.

Following are the Statements:

1. Only certain people/persons are trafficked for commercial sexual exploitation.
2. Only girls and women are trafficked for commercial sexual exploitation.
3. Commercial Sexual Exploitation necessarily means engaging in penetrative sex with the victim.
4. People who are friends or relatives can also be traffickers.
5. If a person discloses of having been trafficked and commercially sexually exploited but later retracts her statement, then she must not be telling the truth.
6. Some persons 'invite' sexual assault by acting seductively and choose to be in the sex trade.
7. Human Smuggling is not the same as Human Trafficking

Once all the statements are read by the Facilitator, they can guide a discussion around each of these statements. Following are a few pointers to guide this discussion.

1. Only certain people/persons are trafficked for commercial sexual exploitation. - FALSE.

- Theoretically speaking, a person of any race, economic class, caste, education, sex, gender identity, region, religion, can get trafficked for CSE.
- Persons from any rich or poor country, large or small country, rural or urban areas can get trafficked for CSE.
- However, it is true that persons belonging to socio-economically weaker segments of the society, unprotected with lower caste backgrounds, having no or low level of education, girls, young women, and children often get sex trafficked in much greater numbers than the others.

2. Only girls and women are trafficked for commercial sexual exploitation. - FALSE

- Trafficking of girls and young women for CSE has indeed been observed a lot more and is talked about very often but that does not mean that boys, persons of other genders do not get trafficked for CSE.

3. Commercial Sexual Exploitation necessarily means penetrative sex with the victim. - FALSE

- Commercial sexual exploitation (CSE) does not essentially involve penetrative sex.
- It can even be committed without penetrative sexual contact such as making the person engage in phone sex or filming sexual acts on the victim, voyeurism, making the victim engage in sexually suggestive dancing, etc. All these activities are also forms of CSE which may or may involve the act of penetration.

4. People who are friends and relatives can also be traffickers. - TRUE

- Often, the traffickers are people known to the victim or victim's families.
- In an overwhelming majority of cases, the victims know their trafficker. In many cases, they are neighbours who the victim and the family trust, or family members, or friends or acquaintances.
- They may also have a relationship of trust, and the victim and their family may be interacting with such persons regularly.
- The trafficker works towards winning the trust of the person and their family members before committing the act of trafficking or the act of exploitation.

5. If a person discloses of having been trafficked and commercially sexually exploited but later retracts her statement, then she must not be telling the truth. - FALSE

- A victim of CSE may be experiencing emotional and physical pressure from a variety of people involved in her trafficking more so once she discloses the facts of the case.
- The pressure also operates on her family members and members of her support system.
- This pressure and the stigma attached to sexual violence may lead to a family breakdown, and parental distress.
- The person may thus retract her statement due to the fear of negative consequences.
- In cases where a close family member like a parent or other trusted adult is involved in pushing the child into the sex trade, the child may retract their statement because of guilt and fear of getting their closed ones punished.
- In many cases, the victim's priority is that the exploitation should stop rather than get justice by punishing the offender.
- Retraction may also be their attempt to bring about normalcy.
- In certain cases, the victims may take time to disclose trafficking & episodes of commercial sexual exploitation. They may disclose this gradually over multiple conversations, gauging how well can they trust the person with each passing conversation. Since their trust has been violated multiple times, they may take time to come forward and make the disclosure.

6. Some persons 'invite' sexual assault by acting seductively and choose to be in the sex trade. - FALSE

- Sexual exploitation has elements of intrinsic violence and being an object of commercial sexual exploitation invites further social stigma and ostracization. It is rare that a person seeks such a situation voluntarily.
- Some of those who have the opportunity to choose a life beyond the exploitation witnessed in the sex trade, have made such informed choices.
- No person wants to get sexually assaulted and no person should be sexually assaulted, and neither should any person live on the earnings of another person's sexual exploitation.

7. Human Smuggling is not the same as Human Trafficking. - TRUE

Human Trafficking is NOT the same as Human Smuggling. Human smuggling is the movement of people through international borders where the smuggler gets money for getting the person cross the border illegally into the destination country. Unlike human trafficking, human smuggling happens with the consent and will of the person who is being transported to a new country. Once the person who is smuggled reaches the destination, the relationship with the smuggler ends.

BUT

Human smuggling can lead to human trafficking.

- Since people who are smuggled into a country enter illegally, without valid documents and status, they don't have the same rights of others who have legal status and cannot come into contact with the government.
- Even though people who are smuggled into the destination country may have consented to being transported into the country, their immigration precarity could lead to situations of human trafficking.
- Smuggled people often 'work under the table' in very low-quality employment, which makes them extremely vulnerable to exploitation and to human trafficking.
- In many cases, they also have to pay off large debts to their smugglers and this also puts them in exploitative situations.

In conclusion:

To summarise, in most cases, the perpetrators gain the trust of the potential victims and their families and lure them with false promises of well-paying jobs, vocational training, and romantic relationships, and eventually use them for commercial sexual exploitation. Further, they may also use violence, coercion, manipulation, and grooming to exploit families living in extreme poverty who may sell their children to the perpetrators to repay their debts or for money.

The perpetrators gain access to potential victims in the following ways:

- Pretending to be a friend, boyfriend or well wisher
- Promising marriage
- Befriending the victim's family by promising paid work to the potential victim
- Befriending the potential victim with promises of jobs in the glamour industry or in event management
- Befriending the potential victim through social media platform
- Kidnapping the potential victim

The traffickers and pimps not only exploit the young girls, but may also use them to lure other young girls from their families and communities to be pushed into the sex trade.



SESSION 5

Grooming in the context of Commercial Sexual Exploitation



CONCEPT

Understanding grooming and its stages.



DURATION

45 Minutes



RECAP

The facilitator encourages the participants to share what they learnt in the previous session. The facilitator can also encourage a discussion around practicing what was learnt in previous sessions.



OBJECTIVE

The participants will be able to understand the nuances of grooming.



FACILITATOR'S NOTES

The facilitator can use the following information to share with their group of participants. The facilitator can ask some of these questions and guide the discussion with help from the guiding points below:

What is Grooming?

- Grooming is a tactic where someone methodically builds a trusting relationship with a child or young adult, their family, and community to manipulate, coerce, or force the child or young adult to engage in sexual activities.⁶
- Grooming is kind of behaviour that is intended to prepare a child to get into exploitation by creating a trusting and secret relationship with them.

Who deploys/ uses grooming?

- Adults who wish to sexually exploit vulnerable children.
- They could be pimps, traffickers or (online/ offline) sexual offenders posing as friends, boyfriends.
- These individuals often pretend to show concern, earning the child and sometimes even the family's trust.
- These individuals could also be related or known to the child.

Who are more vulnerable to grooming?

- Perpetrators usually target vulnerable children.
- A child may be vulnerable to anyone who promises to meet their monetary, emotional, or physical needs.
- They may be lured or forced into these relationships or situations, and they often have no or very little control.
- Perpetrators may also gain the trust of the family members using gifts or other monetary benefits to ensure their cooperation.
- Accepting a gift or favour from them may make the child or their family feel like they are obligated to the perpetrator.

Process of Grooming: How does grooming take place?⁷

The facilitator may take the participants through the process of grooming. It is important that the facilitator contextualises the concept of grooming appropriately within their respective socio-cultural contexts, before moving forward:

- The person grooming identifies vulnerabilities, violates the adolescent or young woman's boundaries, building up to the acts of sexual violence and control while convincing the world around the adolescent or young woman that they are safe in their care.
- Typically, by the time this violation takes place, the individual has gained trust from the family and community and has access to alone time with the adolescent or young woman.
- Due to this manipulation, adolescent or young woman struggle to recognize, acknowledge, and thus share and consequently report about the abuse.
- The secrecy around the relationship that the grooming has led to, and the power imbalance may allow for the abusive behaviours to continue and in certain cases also exacerbate.
- Because of its clandestine nature, grooming often goes unnoticed as a threatening act.
- It is true that the grooming process itself is also harmful to the victims as the abuse itself.
- Grooming can take place in any type of relationship, often where there is a power imbalance.
- Grooming is discussed in the context of sexual exploitation of children but can happen whenever one person takes advantage of another's vulnerability due to age, role, situation, or capacity to consent.

Stages of Grooming

- Offenders could target vulnerable children by using psychological manipulation, drugs, or violence.
- With grooming, the offenders try to create a trusting relationship that they later use to manipulate the child and ensure loyalty when the exploitation begins.
- Grooming can be conducted online as well as in real life. Below are the stages of grooming and some examples of each of the behaviours.
- There are many different ways that grooming may occur and while the outline given below gives a basic idea, grooming may not always look like this.

⁶<https://shorturl.at/hzJN6>

The facilitator can share this on the screen and initiate a discussion:

TARGETING	GAINING TRUST	BUILDING A 'LOVING RELATIONSHIP'	ABUSIVE RELATIONSHIP
<ul style="list-style-type: none">• Identifying vulnerable children and understanding what their needs are• Observing the child closely• Contacting the children through phones or social media using fake profiles• Befriending the child by showing interest, giving a compliment, offering something like food or a cigarette• Asking for confidential details about the child and their life	<ul style="list-style-type: none">• Showering the child with special attention• Listening to what the child shares and remembering details• Telling the child they are special and unlike others• Giving gifts to the child or their family• Offering to pick up or drop the child to school• Gradually isolating the child from their loved ones or group of friends• Asking the children to keep the relationship or some part of it a secret	<ul style="list-style-type: none">• Making the child feel: "No one understands you like I do."• Making physical contact by tickling or paying wrestling and fighting• Asking the child to be in a relationship with them, being their boyfriend or girlfriend• Meeting the emotional and physical needs of the child by spending a lot of time and money on them• Promising a lucrative job, a house in another city or marriage• Offering protection to the child• Reinforcing their dependency on them	<ul style="list-style-type: none">• Sudden withdrawal of attention• Openly or accidentally exposing the child to porn or sexual content• Using physical violence or threats• Giving the child drugs to make them substance dependent• Coercing the child into doing forbidden or unlawful acts like drinking, drugs or criminal acts• Maintaining control over the child through threat, force or manipulation• Engaging in sexual acts with the child. This could range from touching to penetrative sexual intercourse• Making the child believe that they are damaged goods

Activity 1

What signs should one look out for?

Sometimes it can be difficult to differentiate a healthy caring relationship with early stages of grooming. But below given are some signs that may indicate that a child may be being groomed or exploited. It is important that the facilitator shares these with concrete examples with the participants; in case their friends/ acquaintances have experienced grooming, they notice these signs and reach out to them and/ or relevant authorities to take cognizance of the matter:

- Consistently being late to school or while coming home; long periods of unexplained absences
- Missing school
- Being disruptive in class
- Seeming very tired or fatigued when in school
- Avoiding disclosure about where they have been and whom they have been with
- Appearing with unexplained possessions, including but not limited to gifts or money
- Physical symptoms that could relate to a sexually transmitted infection
- Changes in temperament, frequent and uncharacteristic mood swings – hyperactive, secretive, hostile, impatient, angry, withdrawn.
- Developing an unusually close relationship with an older person
- Using substances like alcohol and drugs
- Inappropriate sexual behaviours: dressing provocatively, being overfriendly with adults and sending sexually explicit images of self or others
- Physical marks on the body that could indicate physical harm or violence like bruises, scars, burn marks.

Note: Facilitator to note that this is not an exhaustive list of signs. It is also crucial that the facilitator explains to the group with a few examples (from below) that the above signs may not always be an outcome of grooming. Thus, these signs may need to be assessed on a case-to-case basis.

Material required: List of cases shared below, sketch pens and charts (if you decide to take this up as a group activity), diaries for participants to make notes.

Time required: 45 minutes.

Instructions for the Activity:

The facilitator divides the participants into 4 groups with the following instructions:

- In each group, the facilitator will share a case.
- The participants will read it with the group members and reflect on the questions that follow.
- After discussing these in their respective groups, main points of discussion can be put down on the chart.
- The points on the chart can then be shared with the larger group.

Situation 1 – Group 1

Your childhood friend, Riya, has asked you to come for a two-day trip to a nearby town. She says three other girls would also be joining in but you don't know any of them. Riya tells you that you must come because the trip will be great fun where you will get to meet new people and get gifts & money. She asks you to not tell your parents about the trip but promises that you will be safe and back in two days.

Questions for Reflection:

1. What would you do in this situation?
2. What would you tell your parents?
3. Why do you think Riya is asking you to come along?
4. What are the risks in going along with Riya?
5. What do you lose out on if you do not go along with Riya?
6. Is this a safe situation?

Situation 2 – Group 2

You are 17 years old. Your friend Rahul, who is 20 years old, tells you that he likes your friend Pinky and would like to befriend her. Pinky studies in your class and is also your neighbour. Rahul tells you that he has approached Pinky in the past but she has refused to talk to him. He seeks your help and promises to give you Rs. 500 or get you a present, if you bring Pinky to his house this Friday. He assures you that he just wants to talk to her and convince her to befriend him.

Questions for Reflection:

1. What would you do in this situation?
2. What would you tell your friend Pinky?
3. Is it ok for Rahul to pursue Pinky in this way after her denying to speak with him? What about her personal boundaries?
4. What are the risks in doing what Rahul is suggesting?
5. Is this a safe situation?

Situation 3 – Group 3

Your friend Heena has been texting someone who she met through her social media account. He has many followers and is quite known in the online space. He has called Heena to meet with him at his house to make a dance video together. Heena has agreed to the same and is quite excited. This will be their first meeting and she has told her parents that she will be spending time with you while she meets him. Heena has also asked you to relay the same information in case her parents check with you.

Questions for Reflection:

1. What would you do in this situation?
2. What would you tell your friend Heena?
3. What are the risks in going to his house alone?
4. Is this a safe situation?

Situation 4 – Group 4

Sunaina lives in your neighbourhood. She works in a private company and appears to be making good money. She has an expensive phone, wears expensive clothes, and is often traveling for work. She asks you if you want to join the company. You ask her more about the job role, and she shares that you just need to attend events and parties in different cities and look good there. She then invites you to meet her boss in the coming week at a nearby hotel to explore opportunities.

Questions for Reflection:

1. What would you do in this situation?
2. What do you make of the offer your friend Sunaina is making to you?
3. What are the risks in this offer?
4. Is this a safe situation?

The facilitator should give the groups about 20 minutes to reflect, discuss and put up their points on the chart. During this time, the facilitator can move around in the groups and guide the reflections with the help of the following points. The facilitator can also keep the following points handy during final presentation and larger group discussion.

Situation 1 – Group 1

- You are visiting an unknown place with unknown people, indicating a lack of safety. It may be difficult to get help if you land in a difficult situation.
- The perception that the trip will have only girls traveling with you does not ensure safety. You only know Riya, who is probably trustworthy, but you don't know the others in the group.
- It is not wise to enter situations that require you to hide the details from your parents. There is a possibility that the situation might lead to trouble. Inform your parents about any such situation.
- Similarly, if you are meeting new people or traveling to new locations, inform your parents/guardian of your whereabouts and provide details of your peers. Ensure that you know details about who you are traveling with and for what purpose.
- The fact that there is a monetary transaction, and you are told that you will be paid itself is a red flag. Beware of what you might get involved into considering there is money and in-kind payment (in the form of gifts) involved. Any situation where the money is being offered without any reason is a cause for concern and must be assessed thoroughly.
- There is a possibility that your trusted friend may be acting under some kind of criminal pressure or blackmail from someone else and may be under pressure to facilitate your trafficking.
- Sometimes such situations are also a part of grooming, where the trafficker may try to gain your trust by offering you legitimate opportunities, and help you feel good about earning through legitimate work. Often victims fall into this trap and tend to go back when invited again as they have experienced safety in the first instance.
- It is okay to say no if a situation seems unsafe or you feel unsure of your safety. Don't feel pressured because a friend is inviting you. You may feel that you are missing out on fun or on an opportunity, but you must prioritise your safety.
- Do not be afraid to seek help from your parents/guardian/ trusted adult if you are in a situation of abuse/exploitation.

Situation 2 – Group 2

- Rahul is legally an adult and Pinky is still a child.
- Rahul seems to not understand consent as Pinky has refused to meet with him, indicating a lack of interest on her part. He is violating her personal boundaries. Taking your friend to a stranger's house could be unsafe for her and may also affect your relationship with her. You must respect her choice.
- Rahul is promising you a payment in exchange of you getting Pinky to his residence. If Pinky is in danger at his house, you will be part of the crime. Any situation where money is being offered without any legitimate reason is a cause for concern and must not be entertained.
- Rahul is older than you, indicative of a power imbalance in your relationship. If you feel pressured (peer pressure), talk to a trusted adult to help you.
- You must speak with Pinky and make her aware without frightening her. Ask Pinky to seek help from a trusted adult.

Situation 3 – Group 3

- Online appearances might differ from real life. There is no verification to know if people are who they claim to be, making it unsafe to meet with them alone.
- Meeting in a residential space might raise concerns over your friend's safety as she does not know who will be present at that place or if the situation will be safe for your friend.
- Heena is lying to her parents/guardians and telling them that she is with you. You could become a part of any potential crime.
- You must inform Heena about cyber safety and ask her to not share any private information with Rahul. You should also suggest that she find out more about Rahul before meeting him. Do not scare your friend but ensure that she is well informed. If you don't know much about cyber safety, try to find out, reach out to people who may know.
- If she insists on meeting Rahul, suggest her to meet in a public place which is secure in the day-time, with a friend along.
- You and Heena should inform your parents/guardian/ trusted adult about these situations and your intention to meet the person. Seek help from a trusted adult if the situation seems to be dangerous.

Situation 4 – Group 4

- Event management although a glamorous profession is increasingly becoming a profession inducing vulnerability. While there exist many genuine event management companies, many are a front for illegitimate exploitative activities like the sex-trade. Ask Sunaina more about the company – what kind of events will you be attending? What cities will you be traveling to? How safe are the workspace and the accommodation?
- The job description that has been provided by Sunaina is not indicative of event management. Ask her to share the name of the company and try and look them up on the internet. You may also want to call and inquire about them with others around you.
- Examine the situation objectively and inform your parents/guardians before signing up for anything.
- Don't sign up because the job seems lucrative as per Sunaina without knowing more details.
- May be this company is grooming Sunaina and is encouraging her to recruit more girls/ young women into their company.
- If you feel that the situation is unsafe, check if Sunaina is safe and ask her if she needs any assistance. Seek help from a trusted adult.





SESSION 6

Staying Safe



CONCEPT

Role of Trusted Adults and Safety Tips



DURATION

1 Hour



RECAP

The facilitator encourages the participants to share what they learnt in the previous session. The facilitator can also encourage a discussion around practicing what was learnt in previous sessions.



OBJECTIVE

1. Participants will be able to identify the trusted adults in their life.
2. Participants will be able to reflect on the safe and unsafe spaces in their community.
3. Participants will be able to identify ways to seek help in case of an unsafe situation.



REQUIREMENTS

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FACILITATOR'S NOTES

The facilitator can begin this session with building an understanding of who is a trusted adult? The facilitator can ask this question to the group and share the responses on a white or black board.

Here is an interesting video to initiate a discussion around trusted adults:

<https://www.youtube.com/watch?v=YX4RVOGbACK>

The facilitator can then ask the participants to list down the name/designation of adults around them who they trust and feel comfortable with. The facilitator can give about 5 to 7 minutes for this quick activity. The facilitator can use the template derived by the National Center for Missing & Exploited Children for this activity. You can find the template here.

Once they have put this down, the facilitator can encourage the participants to share who all have they put down as adults they can trust.

Activity 1

A few guiding points for this discussion are shared below. This is not an exhaustive list.

- Parent or caregiver
- Older sibling
- Childline
- Social worker of a local NGO
- Police Kaka/ Kaki
- Local Community Leaders, etc.

Once this discussion has been initiated, the facilitator can also encourage the group to identify what makes these individuals trustworthy. Some of the following points may help in stirring this discussion:

- Being non-judgemental: supporting adolescents and young women to work through issues in their own way.
- No expectations about how adolescents and young women will behave.
- Having clear boundaries: trusted adults understand when a situation extends beyond their skills and capacity.
- Honest Communication: they actively listen and ask difficult but pertinent questions to help address the situation in hand.

Note: In case there are individuals in the group who are not able to reflect on such adults in their immediate surrounding, encourage them to consciously look for people with a few of these characteristics.

Material required: Paper, Pens or sketch pens, Chart paper and Black board

Time required: 20 minutes.

Instructions for the Activity:

Part A:

The facilitator divides the participants into two groups and shares the following instructions:

- The participants are expected to draw a map of their surroundings and the places they visit in your daily lives.
- Then they will use the map that they have created to identify the places that are considered safe and unsafe in the area they live in.
- They can mark the unsafe areas in RED and safe ones in GREEN. They can also show the places unsafe at night with YELLOW

After this activity, the facilitator can ask the participants to reflect on the following questions:

- What makes an area safe and what makes it unsafe?
- Can safe places become unsafe and vice versa?
- How do you address unsafe places in the shorter and longer term?

PART B:

Post this discussion, the facilitator can take this activity further. The facilitator can either divide the participants into the same two groups. Each group must use the community map created in the previous activity and identify their trusted adults on the map – within the safe and unsafe spaces.

PART C:

The facilitator can take this conversation further by sharing the following. The participants remain in the same previous two groups.

It's important for everyone to feel safe and secure.

Let's imagine a girl who is your age named, Beena, who has moved to your community where she must take the same roads and goes to the same places that you usually go to.

- What advice would you give her to keep her safe?
- What would make Beena feel comfortable and safe when walking and going around the community, streets, roads, places etc.?
- Who are the trusted adults in the community that can make her feel safe?

The facilitator encourages the group to come up with actions that the participants can undertake to keep themselves safe. The groups can then select a few pointers and create two posters on Safety.

Tips for Safety:

Following are a few tips on how to be safe. The facilitator can discuss these appropriately and share them through relevant handouts, if possible.

- Keep your trusted adults informed about your plans and whereabouts.
- Don't accept gifts and money from people you don't know well or can't trust.
- If someone comes with a job offer, inform a trusted adult, and enquire about the details of the job thoroughly before making any decision.
- Keep your family and trusted adult informed about the job being offered to you and when you take a decision of taking up a job.
- Be aware of your boundaries and practice saying no when you are uncomfortable. This can be to a stranger or a known person including a friend as well.
- When you feel unsafe, ask for help.
- When going out with friends ensure it is to places which are open and public with many people around.
- Don't take something to eat or drink from someone you do not know and trust.
- Don't get into a stranger's vehicle.
- If you find yourself in an unsafe situation, do not blame yourself for the same and keep quiet. Remember that it's not your fault.

Additional Tips on Online Safety:

- Don't share your personal details like name, location, phone number, bank account details and address or those of your close friends and family members with strangers or online friends.
- Be wary of fake accounts and impersonators especially if they are offering you money or jobs.
- Don't share your personal images online on an open public platform especially any of your explicit images as these can be used to blackmail you.
- Remember all that is shared on social media is not genuine or authentic.
- Social media is also filled with fake or malafide information.
- One should refrain from publishing personal sensitive information on any social media or otherwise.
- Don't accept any and every 'friend request' especially from those whom you do not know.
- Inform your family, trust adults about your online friends.
- Report harassment or inappropriate content.

For more information on cyber bullying, harassment and how to report the same, please visit: <https://shorturl.at/cqCRS>



ESSENTIAL AND EMERGENCY SERVICES PAMPHLET

1

One Stop Centres सखी - वन स्टॉप सेंटर

Mumbai City

KEM Hospital Old Building, Acharya Donde, Parel,
Mumbai-400012
Phone: 8108740800, 9653660408

Mumbai Suburban

Babasaheb Thakre Trauma Care Hospital, West
Drugati Road, Ajgoankar Plot, Jogeshwari (E),
Mumbai - 400060. Phone: 7045394768
Female Beggars Home, 1 st Fl.R.C. Marg, Opp. Jain
Mandir, Chembur (E), Mumbai
Phone: 9702962025, 9326174240

Thane

Near Ulhasnagar Govt Special home for girls, Shanti
Bhavan Gandhi Road, Ulhasnagar, thane 421001
Phone: 8007714114

2

Dilasa Crisis Centres दिलासा संकट केंद्र

Bandra (W): 022- 26400229, 022- 26422775/
266422541 Ext. 4376,4511

Ghatkopar (E): 022-21020144, 022-21025149 Ext - 221

Goregaon (W): 022-28782886, 022-28766885 Ext - 267

Govandi (E): 022-25500038, 022-25564069 Ext - 241

Jogeshwari (E): 022-28224078, 022-28224081 Ext -
211

Kandivali (W): 022-28647002, 022-28647003, Ext -
1046

Kurla (W): 022-26500241 / 26500144 Extn.212

Malad (E): 022-28774216, 022-2877000/ 28774215

Mulund (E): 022-25631125, 022 -21636225

Mulund (W): 022-25601888, 022-25605727

Santacruz (E): 022-26182083 Ext - 340

Vikroli (E): 022-25770799, 022-25782283

Vileparle (W): 022-26210043, 022-26205892 Ext - 144

3

Child Helpline Number चाइल्ड हेल्पलाइन नंबर

1098

4

Police Station पुलिस स्टेशन

100

Women Helpline Number 103
महिला हेल्पलाइन नंबर

5

Legal Support कानूनी सहायता

District Legal Services Authority:

Mumbai: 022 2640 2175

Thane: 022 2547 2292

Majlis: 07506732641

6

Child Welfare Committee बाल कल्याण समिति

Mumbai City

CWC Mumbai City -1 , C/o Dongri Observation
Home/Children Home, Old Jail Road, Mumbai,
416410.

CWC Mumbai City -2 , C/o David Sassoon Children's
Home, Takandas Katariamarg , Near Mahalakshmi
Sindhi colony, Matunga West Mumbai, 400016 .

Mumbai Suburban

CWC Mumbai Suburban -1, Near Chembur Children's
Home V.N Puro Marg, Opposite Anushakti Nagarbus
depot, Mankhurd, Mumbai-400088 Phone no: -
+91-022-25563780

CWC Mumbai Suburban -2, Near David Sassoon
Children's Home, Takandas Katariamarg , Near
Mahalakshmi Sindhi colony, Matunga West Mumbai,
400016 .

Thane

CWC Thane, Near Ulhasnagar Govt Special home for
girls, Shanti Bhavan Gandhi Road, Ulhasnagar,thane
421001
Phone:8007714114

7

Mental Health Helplines मानसिक स्वास्थ्य हेल्पलाइन

Connecting Trust Helpline

91-9922001122; 9922004305

Sangath Helpline


011-41198666

Vandrevala Foundation 9999666555,
18602662345

BMC-Mpower (Age 18+)

1800-120-820050

Fortis 24x7 Stress Helpline 8376804102



Reaching out for Support & Reporting:

The facilitator may share this along with the poster below appropriately with the group.

It may be difficult for young girls and their families to make a disclosure and to act post an incident of sexual exploitation. Once the disclosure is made, it is suggested that the girl child/ woman and their family/ trusted adult reach out to either of the following stakeholders for

Following are a few steps to take in case of disclosure of a Sexual Exploitation:

- Reach out to a trusted adult in your community to share about the exploitation. This could be any of the trusted adults discussed above or others.
- Through the trusted adult, contact a Civil Society Organisation that works on this issue in your respective geographies.
- Call 1098 – Childline or the local Child Welfare Committee if the potential victim is a child.
- You can also reach out to the Local Police and seek assistance on: filing of a complaint, medical intervention/ assistance, legal support post filing, temporary shelter facility, etc.

Handling Disclosure

While conducting these sessions, there may be disclosure of similar incidents that may clearly be attempts at sexual exploitation or maybe threatening or at-risk situations. Below are a few important things to keep in mind when an individual may come to you as a facilitator to disclose a past or ongoing incident:



Do's

1. Make affirmative statements as the first response, for eg: Thank you for telling me. I understand that this may have been a difficult experience to share.
2. Demonstrate that you believe them.
3. Let them know that you will try to get the help they need.
4. Ask for their permission before you hold their hand or pat them on their shoulder.
5. Repeatedly tell them that what happened is not their fault.
6. Disclosure can be a process and not a single event. At times individuals will reveal information bit by bit to see if they can trust you. Patiently listen to them without expecting/ anticipating more information.



Don'ts

1. Don't panic and make shocked expressions.
2. Don't pressure the individual to tell you everything immediately.
3. Don't ask many questions.
4. Don't ask the individual to repeat their story.
5. Don't blame the individual for what happened.
6. Don't make any judgements about what may have happened.
7. Don't interrupt or make inappropriate jokes about the incident.
8. Don't make any promises that you cannot keep. An individual may ask you to keep things "secret" before disclosing. Be clear that you will report only to those who need to know and can't promise to "not tell anyone".

Note: Section 19 of the Protection of Sexual Offence against Children Act 2019, mandates any person who has reasonable information about an offence that is committed or likely to be committed under this Act, to report the same to the local Police.

However, the Act is silent on when (within what time) this reporting should be done. Thus, as per Organisational Policy, such disclosures should be brought on record and shared with relevant child protection authorities at the earliest. Please note, that while doing so it is critical that we take the child and child's parent/ guardian under confidence.

Enclosures

A. Icebreakers:

- **Paired introductions:** Ask participants to pair up and spend a few minutes learning about their partners before they introduce them to the rest of the group. Depending on how much time is available and how much sharing you want to encourage, you can ask participants to find out different pieces of information: name, about their family, about their own life, about their work, their hopes and expectations, their fears and worries, their reasons for joining the group or programme.

A variation of this activity is to create pairs by giving participants 'half' of something before beginning; for example, pictures of common objects that go together or names of well-known couples. They have to find their 'other half' and then get to know and introduce each other.

- **Graffiti names:** Ask participants to come forward in turn and tell everyone their names. At the same time, they should draw something on the flip chart that has special meaning for them and explain. If possible, they can write their names on the flip chart next to the drawing.
- **Ball-throwing name game:** Start by telling everyone your name and then throw a ball to another participant, who will tell everyone his or her name and then throw the ball to someone else. Continue until everyone has taken part. Repeat the game, but this time, people must say the name of the person they throw the ball to instead of their own names.


B. Energizers:


- **Counting and clapping:** Stand in a large circle. Explain that you are going to count round the circle, starting at one and counting upward. Every time the number is three or a multiple of three, that person should clap instead of saying the number. A person who makes a mistake drops out of the game. Continue until only a few people are left.
- **Alphabetical "I went to the market":** One participant begins by saying "I went to the market and I bought ..." and adds an item beginning with 'a'. The next person has to say what the first person bought and add an item beginning with 'b'. The third person has to say what has already been bought and add item beginning with 'c'. The activity continues until 'z' is reached. If people forget what has been bought already, they drop out.
- **Simon says:** The whole group has to do whatever the leader says, but only if the leader begins with 'Simon says' before ordering the action. If the leader has not said 'Simon says' and someone does the action, that person drops out. (Use an appropriate name for the culture and group.)
- **Everyone moves who ...:** Everyone sits in a large circle. The facilitator stands in the middle and says, "Everyone move who is wearing blue." Everyone who is wearing blue has to move to another chair. As everyone is moving, the facilitator sits on one of the chairs. The person who does not find a chair replaces the facilitator in the middle of the group and says, "Everyone moves who got up before 6 a.m." Everyone moves again and the person from the middle sits in one of the empty chairs. Repeat for several turns. You can use a variety of "Everyone who ..."

List of Statements: can speak more than two languages, can do a headstand, likes dosa for breakfast, lives more than 10 kms away, etc.

- **Quick numbers:** Everyone should be standing up with plenty of space to move around. Explain that you are going to call out different numbers and participants should move as quickly as they can to get into groups with that many members. Each time you call they must form a new group. Start by calling '2' or '3' to let them get the hang of it, then speed up and call more challenging numbers. The game will get very chaotic quite quickly!
- **Knots:** Divide participants into groups of five or six. Ask each group to stand in a small circle, facing inwards and with their eyes closed. Ask participants to stretch out their hands into the middle of the circle. Keeping their eyes closed, they should each find one hand to hold with each of their own hands. (You'll need to go round the groups and make sure that everyone is holding just two other hands and that there are no free hands left.)

Now they can open their eyes but they must keep holding each other's hands. The group now has to try and untangle the 'knot' they have created without letting go at all. This often requires climbing through and over each other in quite acrobatic ways so is only suitable if everyone is happy with physical contact.

 Anti Trafficking Center - 414, Bhaveshwar Arcade Annexe,
Opp. Shreyas Cinema, LBS Road, Ghatkopar West, Mumbai 400 086

 preranaantitrafficking.org
fighttrafficking.org

