

# SPORT AGAINST GENDER INEQUALITY

## ACTIVITY WORKBOOK 6 PARTICIPATORY SAFETY AUDIT (PSA)

*Online Sport for Development Activity  
Resource in Response to COVID-19*



The Commonwealth

*Martha Farrell*  
FOUNDATION

[www.prosportdev.in](http://www.prosportdev.in)



# ***SPORT AGAINST GENDER INEQUALITY***

## ***ACTIVITY WORKBOOK 6***

### ***PARTICIPATORY SAFETY AUDIT (PSA)***

This activity workbook, part of the Sport Against Gender Inequality (SAGI) online resource pack, provides practitioners with a guided sport activity-based session to help mixed-gender participants develop an understanding of how they can conduct participatory safety audits (PSAs) to make demands for the safety of women and girls in their communities.

These resources have been adapted from the Kadam Badhate Chalo programme with the support of the Commonwealth Secretariat, so that they can continue to be used in contexts where isolation or public hygiene conditions must be observed, or in contexts where health and safety regulations require modification.

You will have the option of conducting this session via an online platform or in-person. Information pertaining to safeguarding during online and in-person sessions will be outlined within the workbook, along with all necessary safety precautions to be taken pertaining to COVID-19 for in-person sessions.

Participatory Safety Audit (PSA) is a tool which allows participants to systematically assess and review physical spaces from the lens of safety of women and girls. A participatory safety audit helps to identify:

- Perceptions of local community, especially the youth, about issues related to violence against women and girls (VAW/G).
- Gaps in knowledge of the local community about VAW/G.
- Providing a sense of ownership to the problems and processes involved in dealing with such problems.
- Collectively arriving at solutions to the challenges expressed in the PSA.

The core objective of PSA is to develop an appropriate strategy to reduce incidences of VAW/G in public spaces, with knowledge, ideas and support of the local community.

## **Gender Equality & Sustainable Development Goals (SDGs)**

Gender inequality is a global and pervasive phenomenon that disproportionately affects women and girls worldwide. Given this context, the SAGI online resource will enable the achievement of the following targets outlined within SDG 5: Gender Equality:

- 5.1: End all forms of discrimination against all women and girls everywhere.
- 5.2: Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.
- 5.3: Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation.
- 5.5: Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.

SAGI will utilise sports-based activities to create safe spaces in order to assist practitioners to engage with young people of all genders so that they can learn and unlearn their pre-conceived notions about gender and develop leadership capability. Using sport as an underlying methodology, SAGI builds the capacity, resilience and confidence of adolescents to recognize, resist and take action on issues of violence against women/girls in their own families, communities and local institutions, and encourages them to take collective action in order to bring a positive shift in mindsets of various stakeholders.

Moreover, the joint collaboration by PSD, MFF and the Commonwealth Secretariat has enabled the development of SAGI, by combining diverse expertise, experience and resources in order to share evidence-based approaches with practitioners to enable the above-mentioned targets relating to SDG 5. Hence, SAGI contributes towards SDG 17: Partnerships for the Goals, specifically the following targets:

- 17.9: Enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the sustainable development goals, including through North-South, South-South and triangular cooperation.

- 17.16: Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries.

## ***Teaching Objective***

To facilitate learning on how to conduct a participatory safety mapping exercise.

## ***Learning Outcomes***

- Participants gain an enhanced understanding of local attitudes to spaces that are considered safe or unsafe within communities.
- Participants develop an appropriate strategy to reduce incidences of VAW/G in public spaces, with knowledge, ideas and support of the local community.

*Notes:*

*Reading Material – It is extremely important that you read this document in detail before going through this activity workbook for planning and delivering the session.*

*Safeguarding & COVID-19 Information – Please refer to this document for detailed information relating to safeguarding and COVID-19 precautions while conducting the session.*

# Preparing for the Session

## SPACE

**Online:** Small indoor enclosed space per participant, for e.g. inside a room, in a verandah, on the balcony.

**In-Person:** Indoor or outdoor space approximately 20m X 10m in dimension, clear of any obstructions.

## TIME

**Total Session Time: 60 minutes**

**Preparation & Introduction (10 mins)**

**Conducting Session Activity (20 mins)**

**De-brief & Conclusion (30 mins)**

## EQUIPMENT

**Online:**

- 1 map per participant of their school, community, village, etc.
- 3 coloured markers – red, green, orange.

**In-Person:**

- 1 map per participant of their school, community, village, etc.
- 3 coloured markers – red, green, orange
- 1 face covering/mask per participant
- 1 bottle of hand sanitizer
- Chalk
- 20 flat cones
- 5 long cones

## PARTICIPANTS

**Total Participants: 10**

**Between the ages of 14-18 years**

**Mixed-gender group, including at least 50% girls**

### ***Notes for Instructor for Session Preparation:***

- Prepare for the delivery of the activity by ensuring that you start organizing adequate space and equipment required for the activity.
- Gather your materials if it is an in-person delivery.
- Setup the activity as per the instructions provided in the video.
- If it is an online delivery, communicate with the participants before the session about the materials that they are required to keep handy to do the activity.

## ***Session Methodology***

### ***Introduction (10 minutes)***

- Welcome the participants to the session.
- Enquire about how they are feeling and ensure that they are comfortable before you start.
- Inform the participants about the objectives of the session.
- If it is in an online delivery mode, make sure to explain to the participants how to use the technology in order to maximize their learning and participation experience.

**Conducting Session Activity (20 minutes)**

**Name of the Activities: Mapping Objects (Online) and Tic-Tac-Toe (In-person)**

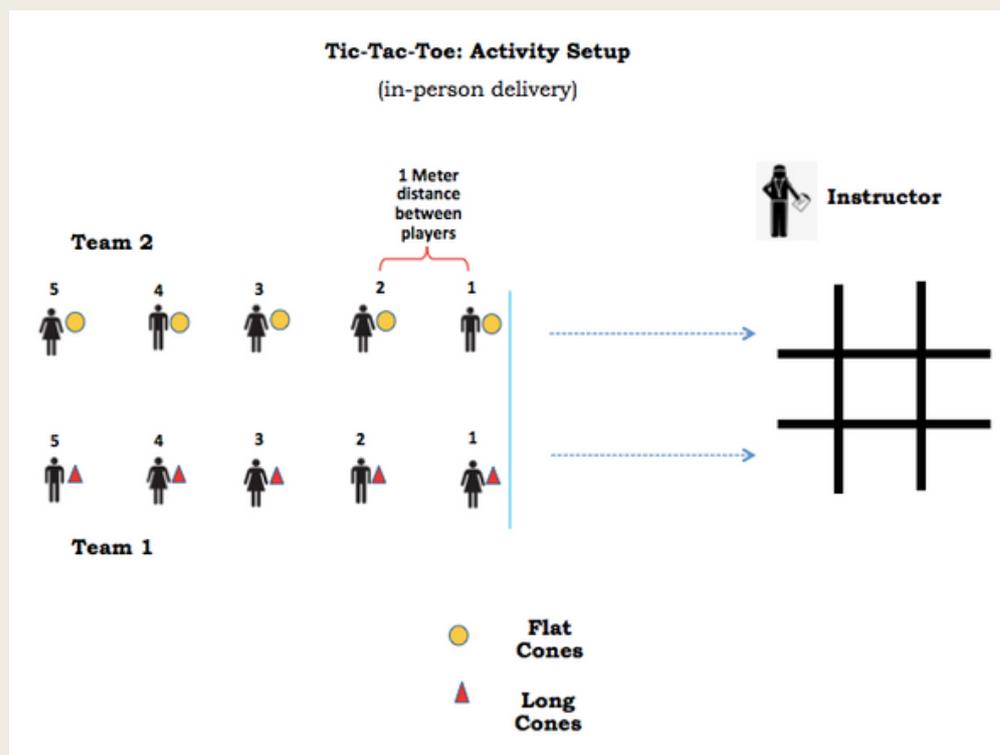
# 1

**Setup the activity as shown below.**

**Online Setup  
(Mapping Objects)**



**In-person Setup  
(Tic-Tac-Toe)**



**Conducting Session Activity (20 minutes)**

**Name of the Activities: Mapping Objects (Online) and Tic-Tac-Toe (In-person)**

**2**

***Provide instructions to the participants on how to participate in the activity.***

*Follow the video for instructions on how to deliver the activity.*

Online



In-person



**3**

***Deliver the activity to the participants.***

It is extremely important that instructors follow the below-mentioned safeguarding best practices and COVID-19 guidelines while delivering the session in-person.



## Safeguarding Best Practices

- Always put the welfare of the participant first.
- Treat all participants equally, with respect and dignity. This includes ensuring that your activities are accessible for all participants.
- Do not neglect participants, and ensure that you are praising everyone within the group.
- Work in an open environment and avoid private or unobserved situations, where possible.
- Encourage open communication.
- Maintain a safe and appropriate distance from participants and avoid unnecessary physical contact with them.
- When working with mixed-gender groups, consider having instructors of different genders.
- Do not over-train or over exhaust the participants. Make sure they are given appropriate break time.
- Ensure the use of safe and proper equipment.
- Keep a written record of any abuse that occurs during the session, or if you identify any potential signs of abuse, along with details of action taken.
- Take permission before touching a child, even if it is to tend to an injury.



## **Additional Online Safeguarding Best Practices**

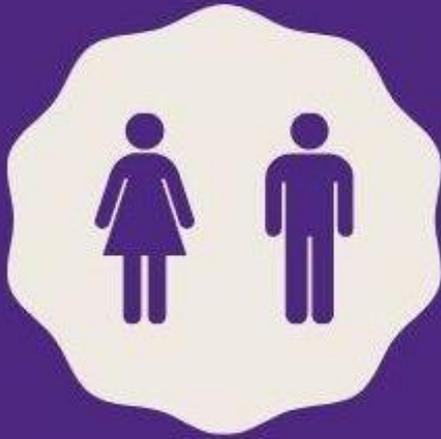
- Choose an accessible online platform which has robust privacy and security settings.
- Monitor who has access to the participants' online profiles, and safeguard them from potential abuse from strangers or anonymous accounts.
- Use online accounts that have been authorised by the organisation to communicate with the children. Never use personal accounts.
- Be mindful of your body language, and ensure that the clothing that you are wearing is appropriate.
- Set appropriate online behavioural standards which are applicable to instructors and children. Ensure use of age appropriate and respectful language.
- Ensure the communication is relevant to the session and the material at hand; prevent participants from disclosing personal and private information.
- Ensure that all participants are included in the discussions and activities being conducted online.
- Put in place strict moderation guidelines, which clearly indicate what is allowed and what is not allowed to be posted.
- Ensure that your online content is accessible to all participants and, if needed, caters to their special needs.



## COVID-19 Guidelines

- Conduct activities outdoors rather than indoors for better ventilation.
- Ensure availability to handwashing, alcohol-based hand sanitizers and hygiene facilities.
- Ask all participants to wash or sanitize their hands before and after the activity.
- Ensure that all participants are using face coverings and/or masks that cover both their face and nose.
- Ask participants to bring their own water bottles, and do not allow them to share their water with others.
- Do not allow participants to share any personal items with other participants.
- Avoid hand shaking, hugs, or any contact between participants – come up with new, creative ways of congratulating or expressing other emotions.
- Do not share equipment between participants. If equipment has to be shared, ensure that it is thoroughly sanitized before being handed over to a new participant.
- Ask participants and instructors who are feeling sick or who have been in contact with a sick person to avoid attending the sessions.

## Tips to deliver the activity



*Ensure that there is equal participation of everyone:* Give equal opportunities to all participants, irrespective of gender, ability, religion, caste or age, to participate in the games. Encourage all participants in the session to equally and actively participate in it, and ensure no one is left behind.



*Respect for different genders:* Ensure mixed-gender teams are created so that all participants encourage, respect and learn from participants of various genders.



*Support or appreciation of each others' efforts:* Encourage cheering on fellow participants and promoting positive feedback between themselves during games.



*Having mutual respect for each other:* Mutual respect between participants as well as participant-instructor relationships should be reinforced during games and must be apparent during communication.

## Tips to deliver the activity



*Ensuring fairplay and honesty:* Encourage participants to follow the rules of the games and activities, and to be honest with their teammates, opponents and the instructor (for eg. keeping an accurate count of the score/points in a game).



*Listen to every participants' suggestion:* Communication between participants and instructors should be positive at all times. This will help encourage a participant's confidence and enhance self-esteem.



*No participant is discriminated against:* Participants should be treated equally and given an equal opportunity to participate and express themselves during games.



*Give every participant the opportunity to express their ideas and feelings:* The instructor should consider a participant's ideas and suggestions, give added responsibility to individuals, and allow them to make decisions during the session.

### ***De-brief & Conclusion (30 minutes)***

- Gather all the participants together after the completion of the activity; if the delivery is in-person, ensure all participants are wearing their masks or covering their faces with a cloth and keeping a minimum distance of 1 meter between each other.
- Provide each participant with the map of whichever location you have decided to do a participatory safety audit for.
- Ensure that you have selected a map that is from an area that is familiar to all the participants with whom you are conducting this exercise.
- Ask participants to open the map they have been provided with.
- Instruct participants to draw/fill in the map with all the landmarks they are familiar with in the area being mapped.
- This activity should be done individually for both in-person and online delivery, and then discussed in the larger group after everyone has finished.
- Now, ask participants to visualize and identify on the map the spaces where they could play the game they just played safely (alone or in groups) at any time of the day or night.
- Ask them to consider the following questions:
  - What are the places that you think are safe/unsafe for girls?
  - Do you feel safe/unsafe in a particular area when you are alone or in a group?
- Once they have done so, introduce the meaning of Safe, Unsafe and Moderately Safe spaces, and ask them to draw the following on the map:
  - **Green:** happy face to depict a safe space to play the game (a safe space).
  - **Yellow:** medium expression face to depict a space that might not be safe for some parts of the day, or is safe for some and unsafe for others, or might be safe if there is a group and unsafe if alone (a moderately safe space).
  - **Red:** sad face to depict danger (an unsafe space).
- As participants are completing their individual exercise, ask them to think about:
  - Why did you mark this space as safe, unsafe or moderately safe?
  - When was it unsafe?
  - How can we make it safe again?
  - When it was safe/unsafe for you, was it safe for the other gender?

- After all the individual exercises are over, initiate a group discussion on:
  - Are there any similarities between the maps that individuals have created? If so, what are the similarities?
  - Are there any differences between the maps that individuals have created? If so, what are the differences?
  - What are some ways in which the unsafe spaces on the maps can be made safe so that both girls and boys can have access to a safe space to play?
  - What is the first thing that you will all do as a collective after this activity? Give examples.
- Conclude the session by thanking the participants for their active participation and highlighting the main learning outcomes of the session.

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