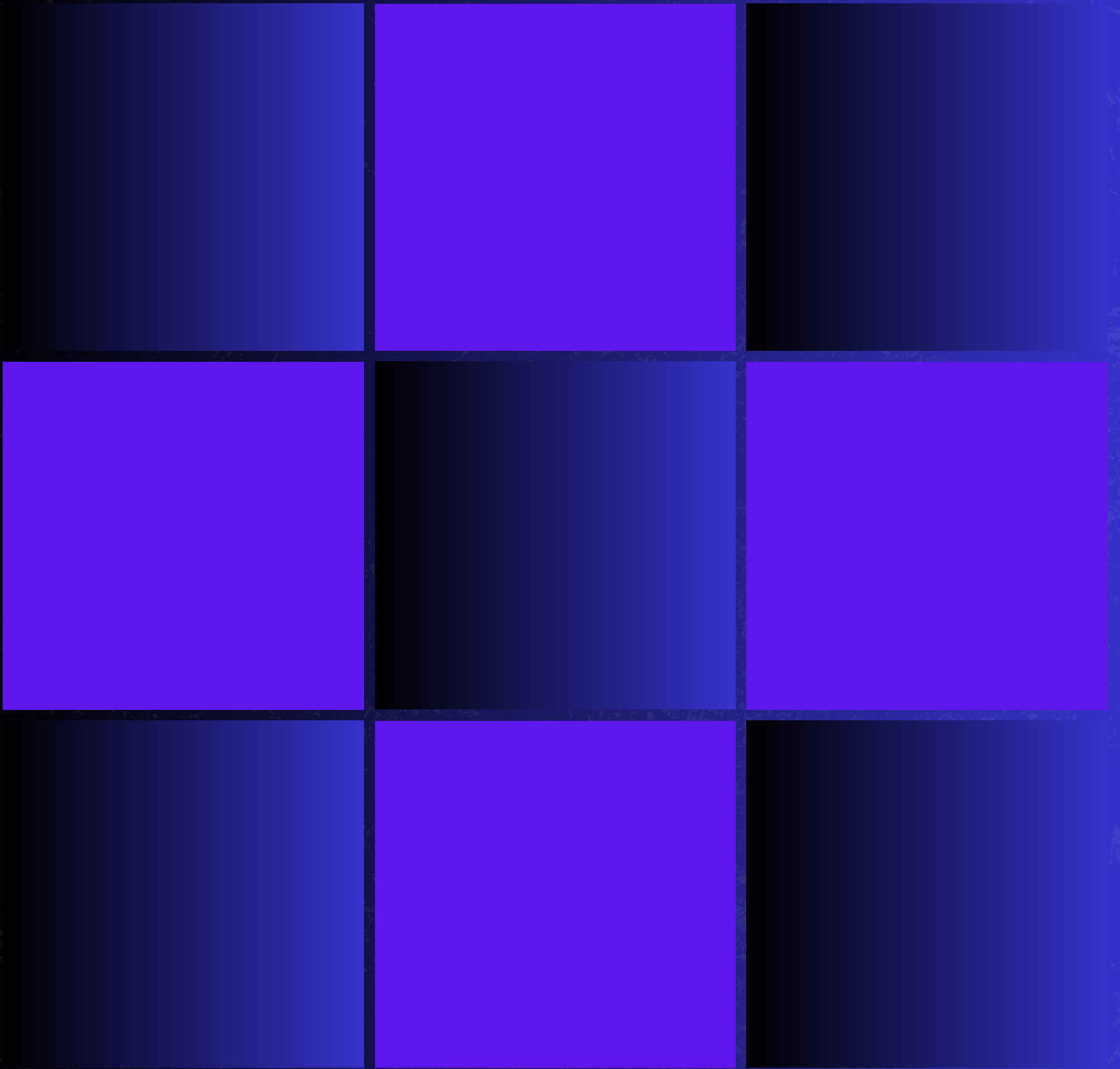


TRANSFORMING WORKPLACE APPROACHES TO GENDER-BASED VIOLENCE

SYSTEMIC CHANGES THAT PROMOTE WOMEN'S SOCIAL AND
ECONOMIC GROWTH

COMMUNITY FACILITATOR TOOLKIT



FACILITATION TOOLS

8 Key Elements of Facilitation

Tailored Learning

Tailored learning requires one to, in a sense, effectively *perform* for their audience. Tailored learning can refer to creating personalized and tailored learning objectives, learning outcomes, methodologies of evaluation, experiential learning exercises, scenario examples, and skill building. “By changing the delivery, educators can maximize the potential of each student, including those with defined disabilities, and make learning outcomes [more] accessible and attainable” (LearnSci, August 2022, para. 1).

How might we gain a better understanding of our target audience and practice tailored learning when delivering training in community?

- ✚ Identify your target audience;
- ✚ Conduct audience research (understand relevant values, missions and needs);
- ✚ Tailor your message (use clear and concise language that speaks to their values, missions and needs; adapt language and examples to be relevant and effective to that specific audience; engage in culturally responsive practices relevant to that specific audience);
- ✚ Project confidence and enthusiasm (cultivate a positive state of mind and attitude, consider body language: stand tall; use arm movements; make eye contact; use gestures above the waist);
- ✚ Establish your reputation: showcase your expertise and credibility to build trust;
- ✚ Vary tone and pace to keep audience engaged;
- ✚ Involve the audience in your training (engage the audience with questions and interactive experiences that are relevant to that specific audience);
- ✚ Speak clearly and enthusiastically;
- ✚ Be flexible: put your audience first by focusing on their needs rather than your own agenda; make changes to training as needed;
- ✚ Speak, don't read from materials or slides;
- ✚ Prior to preparing and delivering training, ask your audience questions that will help you understand their needs and their expectations of the training;
- ✚ Practice, practice, practice!

Source: UNSW Sydney, n.d.; Marketing Evolution, 2022; Medium, 2018; Hamilton College, n.d.

Cultivating an Environment of Openness, Curiosity and Respect

Does anyone work well in a closed, judgemental, disrespectful environment? Of course not!

Cultivating an environment that is open, respectful and that encourages curiosity over judgement typically reflects workplaces with higher employee satisfaction and client satisfaction. Our work environment impacts our mental and physical health. When we're not feeling well, our client also feels the impact.

How might we nurture openness, curiosity and respect when delivering training in community?

- ✚ Establish clear expectations: involve audience in creating community norms and ensure consensus among audience members
- ✚ Model respectful behaviour: practice what you preach/ role model what you preach
- ✚ Reinforce behaviours that nurture openness, curiosity and respect (ex. "what a thoughtful response to your colleague's concern," "It was generous of you to share your work.")
- ✚ Always empower, never disempower: guide rather than reprimand negative behavior (ex. "I hear you're frustrated with your colleague's opinion on this subject. Using ridicule closes people down from hearing your message and trying to understand your line of thinking. I absolutely want to hear what you're thinking and hope that we can avoid ridicule so that we can have this discussion. Let's take a couple minute break and come back to your important point with a refreshed mind, heart and spirit.")
- ✚ Use welcoming body language (avoid closed or defensive stances by opening your posture; crossed arms, lean in when listening, make eye contact, smile, relax shoulders, mirror the other person's [open/friendly/welcoming] gestures to foster connection, angle your body towards audience, nod in agreement to show engagement and understanding).
- ✚ Take a non-judgemental approach
- ✚ Be transparent and acknowledge when you don't know something; offer to find the answer
- ✚ Engage in and encourage active listening and ask open-ended questions
- ✚ Don't fear disagreements or differences in opinions: encourage the sharing of diverse opinions and establish an understanding that our opinions are rooted in our world views and unique experiences and so it is expected and acknowledged that just as we have diverse world views and experiences, we will have diverse opinions
- ✚ Resist "right" answers and questions that seek "right" answers: promote critical thinking by considering multiple viewpoints
- ✚ Incorporate diverse perspectives into training materials
- ✚ Provide opportunities for collaboration and teamwork
- ✚ Engage in multimedia and a diverse range of learning tools
- ✚ Show empathy and compassion when warranted
- ✚ Respond in ways that feel genuine and not forced: our intuition will often tell us when someone is being disingenuous and may flag that as a warning sign to close down and disengage
- ✚ Engage in reciprocity. Don't just take what you need from a situation or conversation. Feed and nurture each other's spirit.

Trauma-Informed Care

Trauma-informed care shifts the focus away from “What’s wrong with you” to “What happened to you?” “A non-trauma-informed system punishes and blames your adult actions and asks, ‘what is wrong with you?’ A trauma-informed provider will hold you accountable for your adult actions but give you space and time to process ‘what happened to you?’ without adding guilt and more trauma” (Patient at Stephen and Sandra Sheller 11th Street Family Health Services of Drexel University, Philadelphia, PA; Menschner & Maul, 2016).

How might we practice trauma-informed care when delivering training in community?

- ✚ Recognize the complex impact trauma has on individuals;
- ✚ Recognize “difficult behaviours” as trauma responses and indicators of unmet needs;
- ✚ Realize the widespread impact of trauma and understand diverse paths for recovery;
- ✚ Engage in openness, curiosity and respect;
- ✚ Actively avoid re-traumatization by anticipating and responding to potential practices that may be perceived or experienced as re-traumatizing to the respective audience;
- ✚ Maintain a supportive, empathetic, collaborative approach to learning
- ✚ Acknowledge how our past *impacts* our present and future; acknowledge the difficulty AND possibility in changing our thinking and habits; although our past impacts our present and future it does not *define* us and does not *determine* our present and future;
- ✚ Understand that people experience trauma and traumatic events in different ways and to differing levels of severity/ impact;
- ✚ Recognize the ways in which our systems impact our experiences and how systemic violence stimulates trauma and trauma responses;
- ✚ Always empower, never disempower

Source: Menschner & Maul, 2016; Centre for Health Care Strategies, n.d.)

Conflict De-Escalation/ Promoting Constructive Conflict

Conflict is inescapable and is not necessarily a bad thing. In fact, a lot of growth can come from conflict. It's how we internalize conflict and react, rather than respond, that makes conflict scary and damaging. Because conflict can be incredibly difficult to navigate, we may avoid it, become easily defensive or find ourselves constantly apologizing for things we are not/ do not feel responsible for. The reality is, avoidance, defensiveness, and not holding others accountable for their own actions often makes conflict worse in the long run.

Anytime someone says something unexpected, our bodies naturally (through its biology) react. Fight, Flight, Freeze, Fawn, Flop reactions happen every day, even in those little micro moments. When someone says something that our brains and bodies interpret as aggressive/argumentative/insulting/manipulative/disrespectful our brains and bodies naturally react. For example, your jaw and shoulders may tense up, your hands might start to shake, or your eyes might begin to water. These are normal biological reactions to a perceived threat.

Initiating “Difficult” Conversations

- ✚ Set aside time to have the conversation. For example, ask the individual(s) if they can set aside 30 minutes to discuss something either later in the day or week. When you do meet, express gratitude. For example, “thank you for setting aside the time to meet with me.”
- ✚ Be direct. State that you want to discuss something difficult right at the beginning. Get it out of the way right away. Do not keep talking or rambling and do not overexplain yourself, but be open to providing an example, if requested. When we state something negative, often times everything before that statement gets lost or forgotten. Stating the issue at the onset of the conversation gives space to move forward. For example, “I can't make it to the Train-the-Trainer. It sounds like it's going to be a fantastic workshop and I'm really looking forward to attending the next session!” versus “It sounds like it's going to be a fantastic workshop and I'm really looking forward to the next Train-the-Trainer. But I can't make it to this one.”
- ✚ Reframe “difficult” conversations as an opportunity to connect and/or bear witness to another's pain/loss/grief. Often times, difficult conversations feel difficult for all parties involved. Remember, difficult conversations are catalysts to meaningful conversations and deeper relationships. Sometimes difficult conversations are necessary to progress and grow.
- ✚ Listen. “When you stop trying to prove something and learn how to learn and listen instead, magical things can happen” (Fisher, J., Mastering Tough Conversations, 9min 53sec, 2024).

How might we effectively de-escalate conflict when delivering training in community?

A lot of the work done in conflict de-escalation is in *what* we say but, even more so, in *how* we say what we say. Author, litigation lawyer and keynote speaker Jefferson Fisher (2025) suggests responding to a comment or behaviour that feels aggressive/argumentative/insulting/disrespectful, with these **3 Cs: Control, Confidence, Connection.**

When you respond or when you “say it,” say it with **Control, Confidence and Connection...**

Control: Even the most brilliant of responses will not de-escalate conflict or promote constructive conflict if the response is not said with control. To gather a sense of control, consider the following:

Use your breath as the first word that you say. This adds distance between what they say and how you respond which gives you time to regulate yourself and think of the most effective way to respond. This strategy also allows the other person to have time to regulate and calm down. Our brains and bodies are in a heightened state because they feel threatened. Using your breath as the first word you say allows time for our analytical side to calculate whether the perceived threat is truly as threatening as it may feel in the moment.

Pause. Take a long pause lasting 8-10 seconds. Watch the words come towards you and fall to the ground. Know that you don't have to pick that up. This pause allows you to be their echo or mirror. It also allows you to detach from the comment and think: *I wonder where this is coming from? I wonder why they said it like that?* This strategy not only allows your body time to regulate, but it also gives the other individual(s) time to regulate, hear what they said, and sit with it for a moment. Sitting with those comments allows time for visualization and reflection which, in turn, gives an individual time to reconsider what they've said/ they're approach.

Ask yourself: What am I hoping to get out of this conversation? If the hope is to build awareness on gender-based violence in the workplace, for example, then what kind of response can get you closer to your hope/goal?

Ask questions of intent: Respond with intention by asking questions of intent or "did you mean" questions. Questions of intent and "did you mean" questions isolate the comment/behaviour and respond directly to it in non-threatening ways. The goal is never to "win" an argument. Typically, when our goal is to "win" an argument, it usually involves us proving another wrong. Ultimately, this may make us feel guilty and remorseful, causing us to eventually be in a position of seeking forgiveness. However, by responding with intent, we are putting the onus back on the individual to reflect on their own character and behaviour, and to find a solution themselves. Also, by responding with a question rather than a snarky comment, for example, we are engaging with the brain in a way that encourages a deviation away from operating in fight mode and towards thinking analytically. Questions of intent and "did you mean" questions include:

✚ How did you expect me to react to that?

✚ How did you want me to respond to that?

✚ How can I respond to that comment in a way that allows us both to feel heard and respected?

✚ Did you mean for that to be rude?

✚ Did you mean to insult me?

✚ Did you mean for that to embarrass me?

✚ How does it feel when you say something like that to someone? Does it bring you joy?

✚ Did you say that to hurt me?

Remember, it will not matter what you say if you don't say it with control. Tone, body language, facial expressions still matter. If you do not give yourself time to feel in control, you are less likely to speak with control, and more likely to react rather than respond, which will drastically change how your message is perceived by others. Using breath as your first word and pausing will help nurture a sense of control so that you can proceed by responding rather than reacting.

Exercise 1: What is a behaviour that someone exhibits that often causes your brain and body to go into a reactionary mode? Is it when someone insults you, belittles you, is condescending or smug, is manipulative or pushy?

✚ Step one: Find the word that describes the behaviour that often causes you to feel explosive or react rather than respond. Write it down.

✚ Step two: Right next to the word you wrote down, write the words "does not threaten me." For example, "dismissive comments do not threaten me;" "insults do not threaten me;" "a raised voice does not threaten me."

✚ Step three: Repeat this as often as desired, until the respective behaviour loses its power; the unwanted and uncontrolled reaction to the behaviour stops. By changing our perception of what is threatening we are teaching our brains and bodies to respond, rather than react, allowing you to see through the behaviour. Responding instead of reacting also signals to the other person that their behaviour is not causing you to feel threatened which, in turn, removes power away from the behaviour and the individual exhibiting the behaviour in that moment.

Exercise 2: Based on what you wrote in exercise 1, come up with a scenario wherein a conflict emerges.

✚ Step one: Think about how you would typically react and write it down.

✚ Step two: Think about how you would respond as opposed to react and write it down.

✚ Step three: Practice responding as opposed to reacting; say the words (internal talk or aloud). If able, roleplay this with someone.

✚ Step four: Reflect. Do you feel differently when you respond versus react? How do you see/feel differently?

Confidence: Exhibiting confidence can be as simple as becoming comfortable with silence. Studies have shown that people who speak less and use words with intention are perceived to be more powerful and confident. Confidence often comes with the ability to feel a sense of control (see previous step). To exhibit confidence, consider the following:

Eliminate the fluff. Fluff makes us seem unsure of what we're talking about. Think of "fluff" as too much ice in your drink, but rather than diluting your drink it is diluting your message. One way to begin eliminating the fluff is to get comfortable with silence. Often times we try to fill silence with "uhm" but using this "fluff" weakens whatever is said after the "fluff." It is better to say something like, "I've not come across that before. I think it depends on a number of factors..." or "That's an interesting question. Before I respond, I'd like to open it to the group to see if and how others have dealt with your question in the past..." Otherwise, whenever you are going to use "fluff," replace it with silence. The real trick here is getting comfortable with silence. So, whenever you are about to use a filler word, say nothing instead. Just as you would when someone is arguing or aggressive, **use your breath as the first word that you say.** This will help eliminate the habit of filling silence with "fluff."

Use "uptalk" wisely. Uptalk is when our voice fluctuates to a higher pitch at the end of a sentence, as if asking a question or seeking permission. When making a statement, lowering our voice at the end of a sentence implies a sense of confidence and avoids sounding unsure. Ultimately, when we use uptalk it sounds like we're asking a question and when we lower our voice it sounds like we're making a firm and confident statement. Pay attention the next time you introduce yourself to someone new. Do you *state* your name, or do you *ask* your name?

Enhance word choice. How we feel and project confidence is impacted by our use of words.

✚ *End sentences with "firm" words:* Ending a sentence with a word that is perceived to be "firm" will project more confidence than ending with a word that is perceived to be soft. Often times, we avoid firm endings because we fear that we could be challenged or that we might not be making sense. Sometimes we want to end a sentence softly or with a questioning tone, especially when we want other's input. We may want to ask, "what are your thoughts?" Rather than suggesting you don't know what you're talking about, asking for other's thoughts or feedback sends an invitation to continue the conversation, in turn, suggesting confidence.

✚ *Eliminate the word "just."* Hear the difference: "I just want to check-in" sounds almost hesitant versus "I want to check-in" which sounds like we're leaning into the conversation and not shying away. The word "just" creates a sense of hesitation when communicating.

✚ *Careful not to overuse adverbs.* We can avoid overusing adverbs by reducing words that end in "ly" such as "basically," "literally," "essentially." It does not mean that these words are never useful, but we want to speak with intent and use these words when they add value to what we are communicating. Think about editing a paper that is over the word limit. What words aren't necessary that you can get rid of? Or else, what words would you delete first?

There are major differences between confidence, arrogance and ignorance. For example, confidence allows us to acknowledge when we don't have an answer and to be comfortable with not having all the answers. On the other hand, arrogance may encourage us to come up with answers we don't have, possibly resulting in the sharing of inaccurate information. Arrogance can also cause us to become defensive when we cannot answer a question because we have allowed ourselves to feel threatened by our lack of knowledge. Ignorance may also encourage us to come up with answers we don't have or may encourage us to feel we know more than we actually do. It's important to distinguish confidence from arrogance and ignorance.

Exercise: Practice introducing yourself to new colleagues. Share your name, agency you work for, role/position/title, years of experience, and favorite aspect of your role.

✚ Step one: Partner up. Introduce yourself without thinking too much and in a way you would typically speak. Ask your partner what they heard/felt in terms of uptalk and perceived confidence when you introduced yourself.

✚ Step two: Intentionally introduce yourself using "uptalk."

✚ Step three: Intentionally introduce yourself avoiding all "uptalk."

✚ Step four: Reflect on the level of ease and comfort you experienced with each step. Reflect with your partner and ask for their perception of each of your introductions.

Connection: There are many different ways connection can be built, sustained, and grown. For the purpose of this training, think about connection during conflict and how to sustain and grow connection in the midst of conflict. To sustain and grow connection in the midst of conflict, consider the following:

Express gratitude, eliminate small talk. Eliminate small talk and replace it with a statement of gratitude. Difficult conversations are not the time for small talk. Rather than filling the air with small talk, make a statement of gratitude such as, “thank you for making the time to talk with me” or “I appreciate you sharing your thoughts and concerns about...” This encourages a sense of comradery and may disarm someone who feels threatened, allowing them to de-escalate naturally and reduce chances of aggressive or defensive behaviours from the onset.

Ask for help: Follow your statement of gratitude with “I need your help...” For example, “I need your help knowing how to feel about this...” or “I need your help understanding how best to respond to this...” or “I need your help knowing what to do about this...” When we express we need someone’s help it shifts the dynamic from opponents to teammates.

End by expressing feelings: End the conversation by expressing your feelings about how the conversation went. For example, “I feel better after discussing this with you...” or “I feel more settled having talked with you.” After having expressed how you feel, ask the individual(s) how they feel: “How about you?” or “How do you feel?” or “Do you feel better, or do we need to continue this conversation?” By asking this question you’re inviting them to connect with you and share their thoughts and feelings. This continues to nurture comradery and validates the other person’s feelings, showing that you care how the other individual feels and a desire to take care of their needs. In other words, it shows that you value that individual and that you value their thoughts and opinions. It can also help an individual to feel heard. When we feel valued and heard we are less likely to feel threatened and thus more prone to respond as an ally would.

Remember, connection is not just about *what* we say but *how* we say things. Tone and body language are essential when developing, sustaining and growing connection. If a snarky tone or an eye roll is used when asking someone how they feel, the question loses its connection and becomes a source of disconnection. Using non-judgemental, curious, generous and sincere body language, cadence, tone is the foundation of connection. Expressing gratitude with closed off body language, for example, creates confusion rather than connection. Ensure body language, tone and cadence reflect what you are hoping to get out of the conversation. Whether looking to escalate or de-escalate, *how* we say what we say will often be reflected in the outcome.

Exercise: Partner up and take turns being the Community Facilitator delivering training and the Recipient of training.

✚ Step one: Develop a short scenario wherein a conflict arises while delivering training.

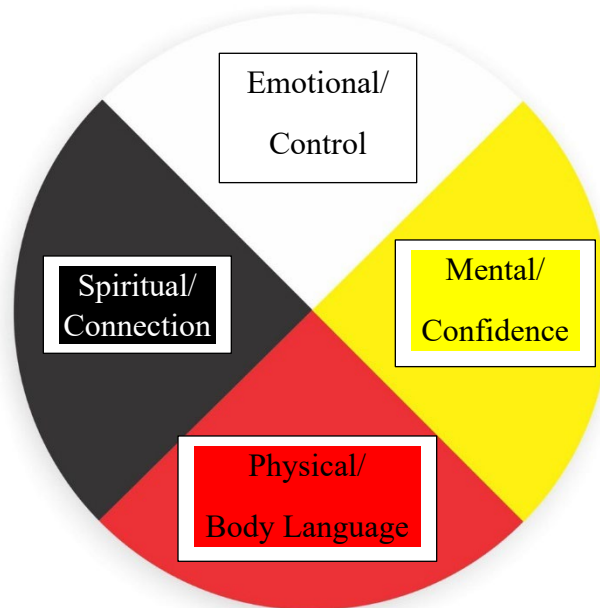
✚ Step two: Respond by using the techniques above.

✚ Step three: Reflect on the level of ease and comfort you experienced with each step. Reflect with your partner and give each other feedback on how each of you responded to the conflict.

Consider Fisher's (2025) 3Cs in relation to the Medicine Wheel and the sacred Circle.

The Circle is a sacred symbol representing the interconnectedness of all life, encompassing the cyclical nature of existence. The Circle reminds us that everything we send out returns to us; like in a circle, there is no separation from one end, or moment in time, to another. In other words, the Circle tells us that we receive what we give; what we get reflects what we put out to the world.

The Medicine Wheel encompasses our mental, emotional, spiritual and physical well-being. Thinking back to the 3Cs, we can see how they exist within the Medicine Wheel. Control is a representation of our emotional well-being. Confidence is a representation of our mental well-being. Connection is rooted in the spirit and our spiritual well-being. Body language, an element that is not included in the 3Cs, is a representation of the physical well-being.



Many natural components of our lives move and cycle in fours:

Four seasons (Autumn, Winter, Spring, Summer)

Four elements (Earth, Wind, Fire, Water)

Four directions (North, East, South, West)

Four life forms (Plant, Mineral, Animal, Human)

Four sacred medicines (Tobacco, Sage, Sweetgrass, Cedar)

Consider Fisher’s (2025) 3Cs in relation to the Anishinaabe 7 Grandfather Teachings:



Source: Waubun-Ogema-White Earth Schools, October 2024, para. 1.:

<https://www.waubun.k12.mn.us/article/1823920>

Exercise: Think about the Medicine Wheel, symbolism of the Circle, and the Anishinaabe 7 Grandfather Teachings alongside Fisher’s (2025) 3C’s. Reflect on the following questions...

- ✚ How is respect, courage and wisdom reflected in having a sense of [self] control?
- ✚ How is love, courage and honesty reflected in having a sense of confidence?
- ✚ How is humility, love, courage, and wisdom reflected in having/building connection?
- ✚ How is courage, respect, and humility reflected in body language?
- ✚ What [other] connections do you see?
- ✚ What other learning exercises could you engage in using these models?

Time Management

Time Management is the process of organizing and planning how to divide your time between different activities or within a limited timeframe. Time management is a colonial tool used to prioritize and perform various elements of our lives/events/activities/tasks within a respective timeframe.

How might we effectively manage/ re-organize our time when delivering training in community?

- ✚ Take a moment to think: Take a 3-minute break or use any downtime you have to think about how you wish to manage the time that you have left.

Ask yourself...

- ✚ What is your goal for the training you are delivering?
- ✚ What information/exercises are necessary for you to deliver to meet your goal?
- ✚ What information/exercises are not necessary for you to deliver to meet your goal?
- ✚ What information/exercises could your audience review/do on their own?

Ask your audience...

- ✚ If you do not have enough time to deliver all aspects of the training and do not see value in one element over another, let your audience take the lead. Give them options. Ask what their goals are, and which element would best attend to that goal? Or else, ask what they would like more information on or what element they feel would bring more value to their learning. If you feel nervous doing this on the spot, ask the respective employer what their goals are in advance, or send a survey to the respective audience and ask what elements they feel would bring more value to their learning. This will allow you to adapt the material in advance; allow you to create a plan B, reducing pressure to make a decision on the spot.

Energizers and Breaks

Energizers and breaks are used to recharge our minds, bodies and spirits. Energizers, also referred to as “brain breaks” are quick whole-group activities that gets participants moving. They are moments taken away from the task at hand, filled with an activity that is focused on physical and/or mental stimulation. Breaks also offer a chance to recharge by taking time away from the task at hand, but do not have an activity component. Breaks are provided to the entire group but are not whole-group activities as there is no “activity” component. Thus, during breaks individuals may wish to meet in small groups or else may wish to take the time to be alone or to be in the presence of someone/something that is not a part of the larger group. Energizers and breaks are important for several reasons...

- ✚ Refocusing: Helps participants refocus after being seated for a longer period of time or transitioning between activities/exercises. It can help focus attention away from distractions.
- ✚ Boosting engagement: Adds a fun element and reduces monotony.
- ✚ Team building: Fosters connection and collaboration with other participants.

Source: Responsive Classrooms, n.d., para. 1.: <https://www.responsiveclassroom.org/category/energizers-activities/>

How might we utilize energizers and breaks when delivering training in community?

- ✚ Divide up dense material/sections to include energizers and breaks.
- ✚ Pay attention to your audience. If you notice people are nodding off, distracted with their phones, or you can sense an overall drain in energy, stop and engage in an energizer or take a break. Don't stress if you're short on time. The key is cultivating an effective learning environment. If a break is needed and not given, your audience will stop paying attention and your message will not get across. If engaging in an energizer or taking a break prevents you from having enough time to cover all the curriculum, use your discretion to assign specific curriculum to be reviewed individually post-training.
- ✚ Ask your audience. If you are unsure how to read your audience's body language, simply ask. Trust that your audience knows when an energizer or break is needed and respond accordingly.

Reflection and Debriefing

Reflection is a central feature of experiential learning/education and serves the function of solidifying connection between what an individual experienced and the meaning/learning that they derived from that experience (Denton, 2011). Reflection and debriefing are both processes for learning from experiences but slightly differ in their approach and focus.

Reflection is an introspective process that allows us to connect our own experiences to our learning. Reflection is primarily self-directed, done internally and individually and can be shared with others and developed alongside others.

Debriefing is a structured reflective process that must be engaged in with others. Debriefing focuses on sharing and discussing experiences with others.

Key Differences:

- ✚ Structure: Debriefing more structured, reflection more individual.
- ✚ Facilitation: Debriefing is often a facilitated process while reflection is self-directed.
- ✚ Focus: Debriefing focuses on sharing and discussing experiences, while reflection focuses on individual introspection.

A significant degree of reflection is embedded in debriefing because when we share and discuss experiences we are sharing and discussing our reflections on those experiences.

Source: Experiential Tools: Resources for Teaching & Group Facilitation, 2011.:
<https://blog.experientialtools.com/2011/02/19/reflective-practice-versus-debriefing/>

“We do not learn from experience. We learn from reflecting on experience.”

- John Dewey (1933)

How might we utilize and nurture reflection when delivering training in community?

- ✚ Schedule debriefs and/or reflection time into your delivery.
- ✚ Return to your goal(s) and consider how to best meet those goals. How can you use debriefs and reflection to meet your goal(s) and build on the most important aspects of the training?
- ✚ Incorporate debriefs and reflection in areas where the curriculum is dense.
- ✚ Incorporate debriefs and reflection in areas where the curriculum will reasonably conjure an emotional response from your audience.
- ✚ Incorporate debriefs and reflection in areas where the curriculum discusses big and complex ideas as a way to break these big and complex ideas down in tangible and digestible ways.
- ✚ Incorporate debriefs and reflection in areas where the curriculum discusses controversial topics and ideas.
- ✚ Schedule a debrief at the end of all training sessions, unless you feel it is emotionally or physically unsafe for participants to do so. If unsafe, follow-up on this through appropriate channels.

Evaluation Tools

Evaluation tools are instruments and methods used to collect evidence on whether or not (a) project/event/activity/learning material met the pre-established expectations or goals. Often times, evaluation tools are used to determine the level of effectiveness of (a) project/event/activity/learning material.

Evaluation is vital in understanding areas in need of improvement, areas of strength, and how to progress. Evaluating ourselves and our work is also an essential element in providing an effective and ethical learning environment. Evaluation is not meant to be taken personal and should never be seen as representative of an individual's identity. Evaluation is a marker that illustrates opportunities for growth and is only representative of the thing that is being evaluated. In other words, evaluations represent a small and specific element of an individual's professional work and capacity.

Remember, we all have gifts, and no one has every gift. Evaluations are a teaching tool to help us grow. We are life-long learners and thus there will always be space for growth.

How might we utilize evaluation tools when delivering training in community?

- ✚ Pre and/or post-training surveys
- ✚ Structured or semi-structured interviews
- ✚ Focus groups
- ✚ Questionnaires
- ✚ Case studies: in-depth analysis to see whether connections can be made between a scenario and the reviewed materials
- ✚ Questionnaires (similar to surveys)
- ✚ Observation: assessing skills and/or process in action by observing behaviours and activities
- ✚ Peer assessments: peer evaluation to promote critical thinking and feedback skills

All tools can be disseminated via email, virtual platforms, or in-person.

It is important to refer to ethical research guidelines or an Ethics Review Board (ERB) if applicable, to ensure evaluation is being done in ethical ways. For example, if you are observing a group you may need to obtain informed consent prior to observation. Ethics must also be considered in terms of the collection and dissemination of data as well as data sovereignty.

When obtaining consent to, it must be informed consent. This means participants must be made aware of, and have the capacity to understand, procedures, risks, benefits and alternatives prior to the intervention (e.g. observation), allowing for the establishment of a competent, non-coercive agreement.

Source: National Library of Medicine, Informed Consent (2024), para. 1).

When working with Indigenous individuals and communities, it is essential to refer to Indigenous research ethics. Core principles of Indigenous Research Ethics include:

- ✚ Respect for Indigenous Peoples and Knowledge
- ✚ Reciprocity and Shared-Decision Making
- ✚ Ownership, Control, Access and Possession (OCAP)
- ✚ Ethical Engagement
- ✚ Benefit to Community
- ✚ Protection of Indigenous Knowledge

Source: The First Nations Principles of OCAP; SSHRC; Queens University Office of Indigenous Initiatives, the University of British Columbia Office of Research Ethics.

Case Study: The Impact of Structural and Intimate Partner Violence

Developed by: Elmwood Community Resource Centre (ECRC)

Mariam is a 38-year-old woman from Burkina Faso who came to Canada two years ago, sponsored by her husband. They have two children: a 10-year-old daughter and an 8-year-old son. Back in Burkina Faso, Mariam worked as a pediatric nurse for nine years. However, since arriving in Canada, her professional credentials have not been recognized, which has caused her significant stress and a sense of lost identity.

Under pressure from her husband—who threatened to cancel her immigration status and take the children if she didn't contribute financially—Mariam took a physically demanding job at a chicken farm. This job was far below her qualifications, but she felt she had no choice. Over the past year, Mariam has been enduring both verbal and physical abuse at home. Isolated and without a support system, she had no one to confide in about the violence.

Fearing for her safety, Mariam eventually fled to a shelter and began divorce proceedings. During this time, her performance at work was affected: she was frequently late or absent due to the long commute from the shelter and her multiple legal appointments. Her energy was low, and she withdrew from interactions with colleagues—clear signs of emotional and physical distress.

Although Mariam had an excellent attendance and work ethic prior to these events, her supervisor issued multiple warnings about her recent attendance issues without inquiring into any underlying causes. Eventually, Mariam was terminated from her job. The employer failed to recognize the signs of intimate partner violence and did not offer any accommodations or support.

This job loss had devastating consequences. When Mariam appeared in family court, the judge granted custody of the children to her ex-husband, noting his stable income and three-bedroom apartment, compared to Mariam's precarious employment and temporary shelter living situation.

This case highlights the critical consequences of failing to recognize and respond to the workplace impacts of intimate partner violence.

Discussion Questions:

1. Describe the different forms of abuse Mariam experienced.
2. Did the system fail her? How or how not? Provide examples.
3. What could Mariam's employer have done differently to support her?
4. What are the profound and lasting impacts of child apprehension on children, families, communities, and systems?

Multimedia

Facilitation Tool

Transforming Workplace Approaches to Gender-Based Violence: Using Multimedia as a Facilitation Tool

Multimedia technologies have been proven to significantly learning experiences (Naluwoza, et. al., 2023). Multimedia technologies foster learning engagement, make space for customized learning experiences, and expand access to diverse learning resources (Ismoilovich and Ravshanbekovich, 2023) to meet diverse learning needs. “Furthermore, multimedia technologies offer educators refined methods of assessing learning progress and addressing individual needs” (Tang, Zainal & Li, 2023).

“Multimedia learning involves using the aid of technology to deliver a blend of text, static images, animation, video and audio. Some examples of common types of media used for learning are slide decks, recorded videos, infographics and podcasts. Each of the various types of media supports learning by enabling learners to use their different senses” (Digital Learning Institute, n.d., para. 1).

“Multimedia also ensures learning is accessible to a diverse range of learners. For example, videos with closed captions or transcripts can be beneficial for learners who are hearing impaired or for those who prefer to read along. Utilizing multimedia in your learning materials will ensure instructional designers or course designers will not need to build as many alternate learning options for the variety of learners you might be teaching” (Digital Learning Institute, n.d., para. 14).

Additional Resource: <https://mediasmarts.ca/>

About this Brief:

This Brief outlines diverse examples of benefits to using multimedia technologies and considerations for using multimedia technologies when facilitating training.



This Brief is designed by the Manitoba Association of Women's Shelters

The Manitoba Association of Women's Shelters (MAWS) is dedicated to providing a unified voice for women, children and gender diverse individuals who are affected by violence and abuse.

Transforming Workplace Approaches to Gender-Based Violence: Using Multimedia as a Facilitation Tool

Benefits of Multimedia in Education

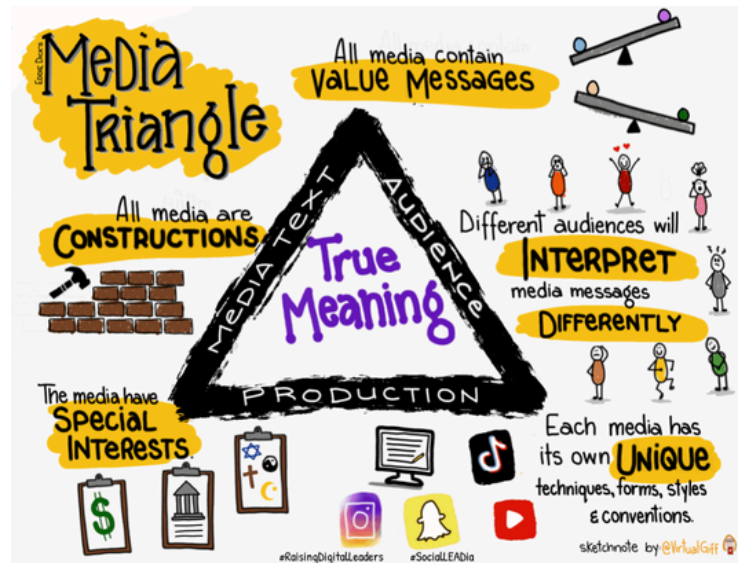
- Enhanced Engagement: Provides a more stimulating and interactive learning experience, leading to better retention.
- Customized Learning & Curated Content: Supports diverse learning styles and caters to individual needs.
- Facilitate Collaboration & Skill Development: Platform for individuals to interact and share their experiences, helping develop critical thinking, problem solving and communication skills.
- Assess Learning & Improved Feedback: Allows diverse evaluation methods and can provide immediate and comprehensive feedback for facilitators and participants.

Considerations for Multimedia in Education

- **Moderation is Key**: Excessive multimedia can be overstimulating and can take away from needed reflection and discussion.
- **Purposeful Integration**: Used thoughtfully and strategically, aligning with learning objectives and individual needs.
- **Facilitator Guidance**: Guide on how to effectively use multimedia tools and on how to think about or interpret the information.
- **Accessibility**: Ensure content is accessible to all, including those with disabilities.

Sources: Digital Learning Institute, n.d.; Lamar University, 2024; Boston University, n.d.

Multimedia is meant to enhance learning, not replace teaching. There is a lot of sweat equity that goes into integrating effective multimedia tools into education.



"If you're not careful, the [media] will have you hating the people who are being oppressed, and loving the people who are doing the oppressing."
Malcom X

Incorporating multimedia into your facilitation requires an understanding that not all information, including content from multimedia sources, is accurate and relevant. Media literacy helps equip individuals with necessary tools to analyze and interpret media.

Multimedia Examples

- Audio (e.g. music, audio book, speech)
- Text (e.g. novel, PowerPoint, poster)
- Videos (e.g. film, performance, speech)
- Images (e.g. comic, photograph, painting)
- Animation (i.e. creating moving visuals from still images)
- Interactive Content (i.e. digital experiences that dynamically respond to user input)
- Virtual Reality (i.e. simulated experience that employs 3D near-eye displays and pose tracking to give the user an immersive feel of a virtual world)

Source: College of Arts and Technology, n.d.; 3t, n.d.)

Storytelling

Facilitation Tool

Transforming Workplace Approaches to Gender-Based Violence: Engaging in Storytelling as a Facilitation Tool

Storytelling is a multifaceted framework, engaging in the “interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener’s imagination” (National Storytelling Network, n.d., para. 4). Storytelling is a traditional method among First Nations, Inuit and Métis cultures to pass on knowledge from generation to generation, teaching about “cultural beliefs, values, customs, rituals, history, practices, relationships, and ways of life. [Indigenous] storytelling is a foundation for holistic learning, relationship building, and experiential learning” (First Nations Pedagogy Online, n.d., para. 1).

“First Nations storytelling involves expert use of the voice, vocal and body expression, intonation, the use of verbal imagery, facial animation, context, plot and character development, natural pacing of the telling, and careful authentic recall of the story” (First Nations Pedagogy Online, n.d., para. 3).

“Patience and trust are essential for preparing to listen to stories. Listening involves more than just using the auditory sense. Listening encompasses visualizing the characters and their actions and letting the emotions surface. Some say we should listen with three ears: two on our head and one in our heart” (Archibald, 1997, p. 10).

About this Brief:

This Brief outlines the historical significance of storytelling with an emphasis on traditional Indigenous storytelling, exploring storytelling as a facilitation tool and a way to pass on knowledge to future generations.

In honour of Missing and Murdered Indigenous Women and Girls, thank you to Mrs. Grant’s Grade 8 Class (image above) and Mr. Beauchemin’s Grade 7 Class (image on following page) at Westwood School, Thompson, MB for sharing their posters.



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Transforming Workplace Approaches to Gender-Based Violence: Engaging in Storytelling as a Teaching Tool

7 Key Principals when Using First Nations Stories and Storytelling

Passed down from Coast Salish Elders

- **Respect:** Treating stories and storytelling with care, acknowledging their value.
- **Responsibility:** For the knowledge gained from stories and using it ethically.
- **Reciprocity:** Giving back to the storytellers or to the communities from which the stories originate, through sharing, contributing or offering support.
- **Reverence:** Approaching stories with a sense of awe and sacredness.
- **Holism:** Recognizing that stories are not just about individuals or individual events, rather they are about the interconnectedness of all things.
- **Interrelatedness:** Understanding that stories are connected to each other, to the land, to the people, and to the spiritual world.
- **Synergy:** Recognizing that the combination of the different elements of a story can create a greater impact than the sum of its parts.

Source: Dr. Jo-ann Archibald, 2020

“Together Indigenous storywork principles form a basis or foundation for curricula that educates the heart, mind, body, and spirit” (Archibald & Xiiem, 2021, para. 2).

“Two-Eyed Seeing refers to learning to see from one eye with the strengths of Indigenous ways of knowing and from the other eye with the strengths of Western ways of knowing and to using both of these eyes together” (Bartlett, Marshall, & Marshall, 2012, p. 335).



“Teachings in the form of stories are an integral part of our identity as a people and as a nation. If we lose these stories, we will do a disservice to our ancestors – those who gave us the responsibility to keep our culture alive” (Hanna & Henry, 1995, p. 201).

Teaching Guides

- Bouvier, K., M., Souliere, Marom, L., and Chong, R. (2022). [Indigenous teaching resources: Students collection](#).
- Davidson, S.F. (2020). [Evaluating Indigenous education resources for classroom use](#). Teacher Magazine.
- Davidson, S. F. (2021). [Making meaning from stories: The Sk'ad'a Stories series](#) [Video, 32:30 minutes].
- Sara Florence Davidson, co-author of the Sk'ad'a Stories and Assistant Professor of Education at SFU, talks about how to use these and other Indigenous stories in the classroom.
- Empowering the Spirit. (n.d.). [Sharing through story](#).
- Ferguson, K. A., & Davidson, S. F. (2022). [Teacher guide for the sk'ad'a stories: Intergenerational learning and storytelling in the classroom](#). Portage & Main Press.
- First Nations Education Steering Committee and First Nations Schools Association. (2020). [In our own words: Bringing authentic first peoples content to the K-3 classroom](#).

The Anagram Exercise

An Exercise on Learned Helplessness

Anagram = Rearranging the letters of one word to form other words.

Disclaimer: In order for this exercise to have its intended outcome; Participants must be made aware that they are doing an exercise but not given additional details that would infer the simulation aspect of the exercise until after it is completed. After the exercise has ended, Instructors/Educators/Facilitators must debrief exercise with all those involved.

Type of Simulation: Functional exercise

Materials: Paper, pens, set of questions

Preparation: Prior to the exercise, Instructors will write down 3 of the same words, all of which will be anagrams, on enough pieces of paper that half the participants will receive a piece of paper with those same 3 words/anagrams. For the purpose of these instructions, this will be referred to as version 1 (V1). Thus, if your anagrams are FLOW, SOLVE, and SILENT and you have 20 participants, you will have 10 pieces of paper with the words FLOW, SOLVE, SILENT written on them.

Next, Instructors will write down 3 of the same words on enough pieces of paper that half the participants will receive a piece of paper with those same 3 words. The first two words will NOT be actual anagrams, the 3rd and last word will be the same 3rd word/anagram written in V1. Thus, if your anagrams are WHIRL, LETTER, and SILENT and you have 20 participants, you will have 10 pieces of paper with the words WHIRL, LETTER, SILENT written on them.

Method: Begin by recognizing the difficulty in responding to GBV in the workplace and advise that we will do a short activity to help us think about this some more.

Instructors will inform Participants that papers will be passed around with anagrams on them and ask that everyone keep/pass the papers FACE DOWN. Instructors will then hand out the papers with the anagrams and fake anagrams, FACE DOWN, to all participants.

Instructors will inform Participants that these are anagrams, describe what an anagram is, and that this exercise is not meant to be difficult – the low level of difficulty should be repeated multiple times throughout the simulation. Instructors will confirm everyone has a piece of paper and then will ask Participants to turn the paper over and will ask that Participants ONLY do one anagram at a time starting with the first anagram ONLY and to raise their hand once completed. This instruction should be repeated multiple times as it is a critical part of the simulation.

Instructor will wait until half of the participants have raised their hand (half of the participants will not have raised their hands). Instructors will repeat the ease of this exercise and inform Participants that, in the essence of time, we will move on to the second anagram. Instructors will ask Participants to follow the same instructions: ONLY do the second anagram and raise hand once completed.

Instructor will wait until half of the participants have raised their hand for the second time (again, half of the participants will not have raised their hands). Instructors will repeat the ease of this exercise and inform Participants that, in the essence of time, we will move on to the third anagram. Instructors will ask Participants to follow the same instructions: ONLY do the third/last anagram and raise hand once completed.

Instructors will now inform Participants that there were two different lists. Instructors will read the list of real anagrams aloud and get the group that didn't have this list to do each anagram aloud as a large group. Instructors will inform this half of the Participants that the reason they were not able to do the first and second anagram is because they were not actual anagrams – it was an impossible task!

Instructors will describe how this exercise induces the psychological state, “learned helplessness.” Instructors will unpack how many individuals with V2 may have had extra difficulty answering the 3rd anagram even though it was the real one.

Instructors will utilize the DEAL Model for Critical Reflection to ask the following:

1. What took place during this exercise?
2. How did this experience make you feel?
 - a. For those with V2, why might the 3rd and real anagram felt difficult to do?
3. In what ways were you challenged?
4. How were your perspective/thoughts changed in light of your experience?

Nesting Arch Exercise

An Exercise on Avoidance

When we avoid the things we fear, rather than reducing our anxiety, it often increases our anxiety. The same goes for things that we may not fear, but that overwhelm us. This is because we tend to isolate ourselves more and, in turn, become less familiar and less comfortable with more and more activities. While short-term avoidance might seem to ease anxiety, in the long run, it can actually intensify fear and anxiety, creating a vicious cycle where avoidance becomes a safety behaviour, reinforcing the anxiety.

Let's use this Nesting Arch as an example...

Scenario: You decide to stop going to restaurants on weekends because you find them too busy. All those people start to give you anxiety. Remove one section from arch.

Scenario: Your friend invites you to a concert for one of your favorite bands but because there will be so many people you decline. Remove one section from arch.

Scenario: Your partner wants to take a vacation overseas with you. You start to think about how busy the airport can get and decide it causes you too much anxiety, so you decline taking a trip. Remove one section from arch.

Scenario: Your nephew is a lead actor in a play in school and invited you to come watch. You want to see your nephew perform and know how much he will be proud to have you watch him however, you start to think about how busy the auditorium will be and whether or not you will have direct and quick access to leave. You decline attending. Remove one section from arch.

When you reassess your arch, you'll notice how it got smaller and smaller. That reflects your surroundings. By declining so many opportunities based on the fear of being in crowded places, you have reduced the number of activities you participate in, the number of people you spend time with, the number of invitations you will receive in the future, and the physical space that you take up in life.

The Business Lens: If businesses and organizations avoid responding to violence in the workplace, they're ability to progress, grow and expand becomes more limited. They're reputation becomes less impressive. They will likely reduce the amount of space they take up within their community and could negatively impact client/customer loyalty.

Exercise: Imagine you are using this exercise when delivering training. What scenario might you use to present this exercise in a way that illustrates the fear of addressing and acknowledging violence in the workplace and the impact of domestic violence on the workplace? How will you use the arch to show the business's/organization's impact/reach/reputation as getting smaller?

Source: Dr. Julie Smith – Clinical Psychologist (2025); [https://www.mcleanhospital.org/essential/fear-phobias#:~:text=The%20Role%20of%20Avoidance%20in,or%20find%20help%20when%20panicking.](https://www.mcleanhospital.org/essential/fear-phobias#:~:text=The%20Role%20of%20Avoidance%20in,or%20find%20help%20when%20panicking.;); <https://www.healthline.com/health/anxiety/anxiety-avoidance#:~:text=Takeaway,avoidance%20in%20the%20long%20term>

Instructors will hold a debrief using the DEAL Model.

Leading the Pack on Gender-Based Violence Exercise

An Exercise on Leadership

Type of Simulation: Discussion-based tabletop exercise

Materials: Scenario Cards, Response Cards, and Tabletop Pocket Chart.

Method: Pick a Scenario Card in chronological order (start with Scenario One card). Place this Scenario Card into the first slot of the Pocket Chart. Go through the Response Cards and pick the card you think describes the best “Initial Response.” Place that card in the second slot of the Pocket Chart. Next, go through the Response Cards and pick the card you think describes the best “Secondary Response.” Place that card in the third slot of the Pocket Chart. Next, go through the Response Cards and pick the card you think describes the best “Long-Term Response.” Place that card in the fourth slot of the Pocket Chart. Follow the same procedure for Scenario Two, Three, Four and Five Cards.

Scenario One
Sam comes to your office and confides that they are experiencing workplace harassment, but they don't know where to start and how to address it or if there is a policy.
What is your initial response as an employer/business owner?
Make sure there is an up-to-date, accessible and detailed policy available. Provide this policy to Sam. Ensure accessible reporting mechanisms are up-to-date. Provide an immediate response through an impartial investigation. Provide Sam with victim support resources. Maintain Sam's confidentiality, if applicable. Inform Sam of their rights for confidentiality and its limits (threat/disclosure of harm to others, active suicidal ideations, threat/disclosure of harm to children/minors or those incapacitated). Speak with the employee accused of harassment (have HR present if needed), with Sam's consent. When meeting with the accused, do not divulge details shared with you by Sam. Outline the general situation and ask for their response.
Inform Sam of the need to make an official report with HR (if mandatory, based on the information disclosed and the business's policies and procedures) and invite Sam to make the report or to be a part of the process with you.
What is your secondary response as an employer/business owner?
Review employee training and ensure regular training is available on concepts such as GBV, GBV in the workplace, cultural humility, what respectful relationships look like, and how to report GBV in the workplace. Review leadership training and ensure regular training is made available to leadership on the above topics as well as on leadership skills and cultivating a respectful work environment.

What is your long-term response as an employer/business owner?

Start a GBV in the workplace Steering Committee to schedule training opportunities, ensure policies and procedures are up-to-date and being followed, and to establish a point of contact/advocate employees are aware of and feel safe to speak to on the matter.

Scenario Two

Sam comes to your office for a second time this week. They have reviewed the policy and have contacted HR and one of the victim services resources you provided. They insist that although there is an investigation, the employee being investigated is now getting other employees to harass them and they don't know what to do.

What is your initial response as an employer/business owner?

Ask your employee to keep records of all harassment. Ask your employee to immediately take time (provide private space if needed) to write down what is currently happening so that you can forward this information to the person in charge of the impartial investigation. Once this information has been written and provided to you, make the investigative team/person aware of this new information.

What is your secondary response as an employer/business owner?

Call an ad-hoc meeting (if the investigation allows) to discuss violence in the workplace. If this is not possible due to the investigation, send out resources to your team that speak to GBV in the workplace.

Look into options for the employee being harassed to take time off without consequences.

What is your long-term response as an employer/business owner?

Look into options for upcoming teambuilding exercises and workshops.

Put a system in place to ensure employees receive regular training on concepts such as GBV, GBV in the workplace, cultural humility, what respectful relationships look like, and how to report GBV in the workplace.

Put a system in place to ensure leadership receive regular training on the above topics as well as on leadership skills and cultivating a respectful work environment.

Scenario Three

Sam comes to your office because they are being harassed again by the same individual, only this time the employee is behaving in ways that they perceive to illustrate an increase in aggression. It has been 3 months since an incident. Because an investigation was done and the result was inconclusive, no actions were taken against the employee, or Sam. Sam has loss confidence in the procedures to address GBV and does not want things to escalate and asks that you do not proceed with an investigation.

What is your initial response as an employer/business owner?

Let Sam know that you do have to report this to HR and give them the option to be a part of that meeting. Let Sam know that without their consent, you will not follow up with an investigation. Encourage Sam to report any harassment that happens in the workplace and let Sam know that they can change their minds on having an investigation while harassment is active. Encourage Sam to document instances of harassment in case they decide to pursue further in future. Provide up-to-date victim support resources to Sam.

Why is up-to-date information stressed? Social services change regularly and so it is important when offering resources to ensure they are still relevant and in existence and that they contact information has not changed.

What is your secondary response as an employer/business owner?

If there are no upcoming trainings within the next 30 days being offered on GBV, GBV in the workplace, respectful relationships, etc., look for training to provide to all employees within 30 days of Sam's most recent report.

Call an ad-hoc meeting (if you feel you have the capacity to respond to questions and concerns) to discuss violence in the workplace.

What is your long-term response as an employer/business owner?

Tighten policies and procedures to ensure there are as effective as possible. Collaborate with your team on the policies and procedures to ensure there is buy-in and to promote accountability and transparency.

Put a system in place to ensure leadership receive regular training on the above topics as well as on leadership skills, conflict de-escalation and cultivating a respectful work environment.

Scenario Four

Angela asks to meet you in your office to discuss their colleague, Wendy. Angela reports that Wendy confided in Angela that they are experiencing violence at home from their spouse and teenage son. Angela often finds Wendy crying at their desk. When Angela asked Wendy why they hadn't been eating lunch lately, Wendy told Angela that they don't have an appetite due to stress. Angela feels very overwhelmed with all of this information and doesn't know what to do or how to help Wendy. Wendy has asked Angela not to tell anyone about what is going on. Angela considers Wendy to be a friend and does not want to hurt them.

What is your initial response as an employer/business owner?

Listen to Angela's story. Validate Angela's feelings of being overwhelmed and acknowledge how important their friendship and support is to Wendy. Inform Angela of their rights for confidentiality and its limits (threat/disclosure of harm to others, active suicidal ideations, threat/disclosure of harm to children/minors or those incapacitated, subpoena). Suggest Angela review the relevant policies and procedures and share them with Wendy, if comfortable. Provide Angela with supportive resources that they can access. Ask Angela to speak to HR to make an official report so that their information is documented in case it is needed in the future (depending on the policy, this practice may be mandatory).

What is your secondary response as an employer/business owner?

If there are no upcoming trainings within the next 30 days being offered on GBV, GBV in the workplace, respectful relationships, etc., look for training to provide to all employees within 30 days of Sam's most recent report.

If you have built a rapport with Wendy and your relationship allows, invite Wendy for an informal check-in over tea/coffee/refreshments. If you feel it makes sense in the moment, let Wendy know that you have noticed their visibly upset at work recently. Let Wendy know that they do not have to share anything with you but that your door is open if they ever want to talk. Before moving further with the conversation, inform Wendy of their rights for confidentiality and its limits (threat/disclosure of harm to others, active suicidal ideations, threat/disclosure of harm to children/minors or those incapacitated).

What is your long-term response as an employer/business owner?

Start a GBV in the workplace Steering Committee to schedule training opportunities, ensure policies and procedures are up-to-date and being followed, and to establish a point of contact/advocate employees are aware of and feel safe to speak to on the matter.

If you have a good rapport with Wendy, encourage Wendy to join the Steering Committee.

Scenario Five
Wendy asks to meet in your office and reports that they are experiencing intimate partner violence at home which is impacting their work and ability to focus. Wendy apologizes and begs not to lose their job. Wendy tells you they cannot afford to leave the relationship and are worried that they cannot afford to stay if their job is in jeopardy. Wendy reports feeling like it's just a matter of time before they get fired and says that if they lose their job, they have no reason to continue on.
What is your initial response as an employer/business owner?
Inform Wendy of their rights for confidentiality and its limits (threat/disclosure of harm to others, active suicidal ideations, threat/disclosure of harm to children/minors or those incapacitated). Ask Wendy to describe what she means by having "no reason to continue on." Ask Wendy directly whether she is feeling suicidal/ having suicidal ideations. Provide Wendy with relevant resources based on what Wendy discloses.
Encourage Wendy to speak with HR in case the situation escalates. Let Wendy know whether or not you will need to speak with police based on confidentiality laws and limitations. If you do need to speak with police, invite Wendy to be a part of that conversation. Validate Wendy's feelings and encourage Wendy to continue an open line of communication with you.
What is your secondary response as an employer/business owner?
Over the next few weeks, if you have built a rapport with Wendy and your relationship allows, invite Wendy for an informal check-in over tea/coffee/refreshments.
What is your long-term response as an employer/business owner?
If you haven't already, start a GBV in the workplace Steering Committee to schedule training opportunities, ensure policies and procedures are up-to-date and being followed, and to establish a point of contact/ advocate employees are aware of and feel safe to speak to on the matter.
Put a system in place to ensure employees receive regular training on concepts such as GBV, GBV in the workplace, cultural humility, what respectful relationships look like, and how to report GBV in the workplace.
Put a system in place to ensure leadership receive regular training on the above topics as well as on leadership skills and cultivating a respectful work environment.

Instructors will hold a debrief using the DEAL Model.

“Weighed Down” or “Balancing Act”

An Exercise on Empathy

Type of Simulation: Hybrid/ Combined Methods (physical simulation, role play, and discussion-based tabletop exercise)

Materials: Scenario Cards, Response Cards, Results Cards, weights or rocks/blocks

Method: Instructors will begin with a short statement/introduction on the prevalence and impact of GBV in the workplace. This includes a brief statement on intimate partner violence (IPV) and family violence (FV) and how these types of abuse are connected to GBV in the workplace.

Instructors will proceed with version one or two of the simulation.

Participants are asked to stand in a circle with a table in the middle of the circle. Participants will have a physical weight placed on their shoulders (accessibility-related alternatives: place weight on ankles, wrists, or ask individuals to sit and place weight on lap). This physical weight represents the anxiety, grief or pain someone experiences when living with intimate partner violence.

Instructors will read aloud the first Scenario Card aloud. Instructors will then read aloud the corresponding responses. Participants are asked to pick the card from their Response Cards that best represents how they feel they would respond and place that card on the table (cards labelled A, B, C, D, etc.). Once everyone has picked their Response Card, Instructors will read the corresponding Results Cards. Instructors will ask Participants to reflect on the Result and decide whether the result they experienced makes them feel better, worse or the same. For those who feel better, they will be asked to remove weight (but must always have a minimum of one weight on at all times to represent the idea that those experiencing IPV are consistently up against barriers and weighed down). If they only have one weight, that weight remains but no new weight is added. For those who feel worse, they will be asked to add weight (within safe parameters). For those who feel the same, they will be asked to leave their weight as is.

This process will continue until all five scenarios have been completed.

Participants will be asked to look around at the weights their colleagues are carrying and at the weight they're carrying and to reflect on what this means in relation to their work and the people they serve.

Instructors will hold a debrief using the DEAL Model.

Note: This exercise can simulate weight with alternative materials. Weight is understood in this exercise as a metaphor, use any symbol or object that you feel resonates with the objective of this exercise.

Note: Alternative exercise, “Balancing Act;” sit at a table and stack a rock/block each time you feel “heavier” or more stressed - don't let the rocks/blocks destabilize and fall!

Scenario 1: You're in a relationship with someone you love but that person says degrading things to you, talks down to you, belittles you, and pushes you around. Yesterday, they hid your car keys on you and then caused a big fight, resulting in you missing a day of work. You don't have any sick days left so this is an out-of-pocket expense. It's now 9pm and they still haven't spoken to you or shown you where the keys are.

You need to prepare what to do tomorrow morning if your car keys are still hidden.

- A.** Plan to take the bus to work
- B.** Plan to call in sick to work again
- C.** Plan to call a cab to take you to work (\$20)
- D.** Call a friend or family member for a ride to work

Result if you chose answers A, C or D: You got to work on time. It cost you money or a favor. You live paycheck to paycheck and don't like owing people favors but it's better than the alternative which would have meant staying home and losing another day of pay.

Result if you chose answer B: You lost another day of pay which will make it difficult to pay the bills this month, but you'll find a way to manage. You're more worried that your employer will write you up for missing too many days at work and that your job will be in jeopardy. You'll have to wait until you arrive at work tomorrow to find out the consequences.

Scenario 2: You arrive at work and within an hour your partner is blowing up your phone with nasty messages, threatening to move out before you get home and take the kids because you work too much and rarely spend time with them. You've seen your partner do this once in the past and they contacted your parents and sister to tell them, causing tension between you and your family.

You feel like you need to do something to avoid all the trouble that will follow if your partner leaves with the kids and contacts your family.

A. Tell your employer you're feeling ill and need to go home on an unpaid sick day.

B. Call your partner and apologize for whatever they are angry about. Try and defuse the conflict and assure them that if they don't leave you can talk at home and find a solution to what is making them angry.

C. Tell your employer what is happening between you and your partner and ask for their help.

D. Tell your partner to leave and call a family member to pick up your kids from school and to keep them at their house until you finish work. Ask them if the kids can spend the night at their house in case your partner doesn't leave and is angry when you get home.

E. Nothing. Turn your phone off, do your work, and hope for the best. You'll see what happens when you get home.

Result if you chose answers A, B or D: Your employer writes you up for either missing too many workdays or for making personal calls at work during "company time." Your employer lets you know that if this happens again you will be on a sort of "probation."

Result if you chose answers C: Your employer appears to be empathetic towards your situation but is asking a lot of questions around safety and liability and whether or not you are in a situation where you can perform adequately at your job. They do not have resources to offer and suggest you take the rest of the day off, unpaid and without reprimand, so that you can "deal" with the situation at home.

Result if you chose answers E: You arrive home at 6pm to find your partner and the kids are gone with a lot of their belongings. You turn on your phone to find voicemails from your parents and sister asking where the kids are, what is going on, and if you're "finally going to leave this person for good?" You're exhausted and know that your partner is most likely with the kids at your in-laws. You struggle to eat something and fall asleep with your hand in your phone, trying to get a hold of your in-laws.

Scenario 3: You wake up the next morning to find a missed call from your son telling you they are with their grandparents and asking if you are picking them up after work tonight. Your partner still refuses to speak to you and your in-laws won't return your calls.

It's Friday, and you contemplate your options to get through the last day of the work week.

A. Go to work, try and complete the work you couldn't finish the past two days because you were too stressed to focus, try calling your children during your breaks to check-in and take the weekend to plan steps going forward.

B. Call in sick for another unpaid day. This may result in being written up again and put on "probation."

C. Go to work while still trying to get a hold of your partner, in-laws, and children.

D. Call a family member or friend and ask them to try and get a hold of your partner, in-laws or children while you're at work. You tell them you will call them on your breaks to see if they have any news because you can't possibly get written up again and jeopardize your job.

Result if you chose answers A or D: You finish some of your work but you're still feeling very stressed and overwhelmed making it extremely difficult to concentrate on work tasks. You manage to make contact with your children and confirm they are safe. You decide to let the kids stay at your in-laws again tonight to keep things seemingly "normal" and avoid them witnessing a big fight between you and your partner and/or in-laws.

Result if you chose answers B or C: Your concerns manifested into reality. You have been written up a second time this week for the same reasons as the first and have been put on a "3-month probationary period." If you miss another day of work or are caught making personal calls when not on your scheduled break during the probationary period, you are likely to lose your job.

Scenario 4: You and your partner eventually speak over the weekend. They have calmed down and state that they are also to blame for the fight you two had. You don't believe you were at fault and have heard this half-apology from them before. You also recognize that you don't have the financial means or access to consistent childcare that will allow you to leave your current situation and co-parent. You fear that if your partner applies for custody with the support of your in-laws, they will be granted full custody and will alienate you from your children.

You must decide by Sunday on how to proceed.

A. Agree to work on the relationship and suggest trying couples counseling. This is something you two have discussed in the past. If the counsellor holds your partner accountable for their abusive behaviours, then maybe your partner will finally change their behaviour and your relationship will improve.

B. Refuse to reconcile. The apology was weak, and you have been put in this situation too many times to fight for this relationship any longer. Because you don't have the means to stake care of the children alone, you let your partner keep the children until the custody proceedings are completed and the courts decide where the children reside. If you miss any more work, you may lose your job and that will put you in a worse position.

C. Refuse to reconcile. The apology was weak, and you have been put in this situation too many times to fight for this relationship any longer. Although you don't have the means to care for the children alone, you bring them home and hope that you can get the elderly neighbour to help get them on and off the bus before and after school. If your neighbour can't help, you'll have to look for a new job that is closer to home and has different hours. Hopefully you can find one that still offers you the same pay because you are barely getting by as-is.

Result if you chose answer A: The average person leaves an abusive relationship 7x before they leave permanently. We often assume that someone who is abusive is also unlovable. As we know, abuse and love can coexist, making ending a relationship complex causing a strain on an individual's physical, psychological and emotional health.

Result if you chose answers B: Your children are residing with your partner and in-laws but want to return home. Your partner has told the children it is your fault they can't return home and now your children are refusing to speak to you. Hiring a lawyer is too expensive so you have to work with the below-average court appointed lawyer. Your lawyer has informed you that custody proceedings take on average 1-2 years to complete. During this time, you are able to see your children once per week but oftentimes they refuse to see you and you don't want to force them and cause them more stress, so you end up seeing them roughly once every other week. Each time you see them they feel more distant and express more anger and blame towards you for their living situation. You feel like you've let them down but don't know what else to do.

Result if you chose answers C: You and your partner have agreed that your partner will take the kids on weekends until a visitation or custody plan is in place. Your partner is angry at you for not getting back together. Your partner drinks most evenings and then calls or texts you threatening messages that they will take the kids away and harm you. You fear they may show up at the house any time or may remove the kids from school at any time. You can't afford to change all the locks on the doors. You also cannot maintain your current job while having the kids residing back at home and your partner residing at your in-laws. You quit your job without notice. Due to quitting abruptly and being written up recently, you cannot use that employer as a reference when applying for future jobs. After calling around for 2 weeks, you eventually move you and your kids into a family violence shelter in a neighboring town (your local shelter was full, and the threatening messages are escalating). You don't know much about the town this shelter is in and are unsure as to whether to apply for a job here or in your own town where you plan to move back. Your children are acting out and become aggressive towards you because they are struggling with moving to a new town and school and miss their father/mother and friends.

Scenario 5: You're living at home, and another incident of violence occurs and your (ex)partner sprains your wrist. Your partner stays with your in-laws and again, blames you. You and your partner live a part for 3 months and for the past 6 weeks there have been no threatening messages. Your ex-partner contacts you one day to ask forgiveness and tell you that they have changed their ways. You are struggling to find a new job, pay the bills, and care for your children and when you hear this you wonder whether you can trust them again. They share new strategies they've used to deal with their anger and are willing to commit to couples counseling.

Your partner asks you to let them move in and give them one more chance to show you they've changed.

A. Reconcile. If you do, you and your children can continue living at your home/move back home and they can get the care they need. This decision will also help with finances, and you can pay some of the bills that have piled up over the past few months. This will also give you a chance to find a new job and have stable income again.

B. Do not reconcile. You have been down this road before and are tired of broken promises. You feel like if you push for a few months more and can borrow some money from family or friends you might be able to get back on track. If not, you know you may have to return to a shelter and may lose your home. This is a gamble you're willing to take.

Result if you chose answer A: The average person leaves an abusive relationship 7x before they leave permanently. Other than reasons of love, many people stay in abusive relationships due to financial hardship, mental wellness, and the time and energy involved in leaving a relationship. Leaving becomes even more complicated when children are involved, when someone is living with a disability, when someone doesn't have a large and local support network, when someone doesn't understand their legal rights, when a language barrier is present, and when someone is living in poverty. Often times, people experiencing intimate partner violence use moments of reconciliation and calm (peaceful times when the relationship is not in immediate turmoil) to heal and recover from the previous instance of abuse. When times of reconciliation and calm are not embraced, it is even more difficult to maintain one's equilibrium.

Result if you chose answer B: Leaving is very difficult, and you feel at peace with your decision not to reconcile. Although you were able to borrow enough money from your family and friends to pay rent and utilities this month, you do not have money to pay your phone bill or credit card bill. You also don't have money for gas for your car or bus tickets. You have been applying for jobs but only two places have called you for interviews and neither can work around the hours you need to get your kids off to school in the morning. You will have to think of a creative way to make money and hope it works or else move back to a shelter with your children.

Instructors will hold a debrief using the DEAL Model.

“Weighed Down” or “Balancing Act”

An Exercise on Empathy

Type of Simulation: Combined Methods (physical simulation, role play, and discussion-based tabletop exercise)

Materials: Scenario Cards, Response Cards, Results Cards, weights or rocks/blocks

Method: Instructors will begin with a short statement/introduction on the prevalence and impact of GBV in the workplace. This includes a brief statement on intimate partner violence (IPV) and family violence (FV) and how these types of abuse are connected to GBV in the workplace.

Instructors will proceed with version one or two of the simulation.

Participants are asked to stand in a circle with a table in the middle of the circle. Participants will have a physical weight placed on their shoulders (accessibility-related alternatives: place weight on ankles, wrists, or ask individuals to sit and place weight on lap). This physical weight represents the anxiety, grief or pain someone experiences when living with intimate partner violence.

Instructors will read aloud the first Scenario Card aloud. Instructors will then read aloud the corresponding responses. Participants are asked to pick the card from their Response Cards that best represents how they feel they would respond and place that card on the table (cards labelled A, B, C, D, etc.). Once everyone has picked their Response Card, Instructors will read the corresponding Results Cards. Instructors will ask Participants to reflect on the Result and decide whether the result they experienced makes them feel better, worse or the same. For those who feel better, they will be asked to remove weight (but must always have a minimum of one weight on at all times to represent the idea that those experiencing IPV are consistently up against barriers and weighed down). If they only have one weight, that weight remains but no new weight is added. For those who feel worse, they will be asked to add weight (within safe parameters). For those who feel the same, they will be asked to leave their weight as is.

This process will continue until all five scenarios have been completed.

Participants will be asked to look around at the weights their colleagues are carrying and at the weight they're carrying and to reflect on what this means in relation to their work and the people they serve.

Instructors will hold a debrief using the DEAL Model.

Note: This exercise can simulate weight with alternative materials. Weight is understood in this exercise as a metaphor, use any symbol or object that you feel resonates with the objective of this exercise.

Note: Alternative exercise, “Balancing Act;” sit at a table and stack a rock/block each time you feel “heavier” or more stressed - don't let the rocks/blocks destabilize and fall!

Scenario 1: You're taking care of your elderly father with whom you have always had a fractured and difficult relationship. You remember him calling you names and putting you down as a child, sometimes pushing you around. You remember never feeling good enough. For much of your adult life you didn't see your father much until 6 months ago when he fell and injured himself. Now he's angrier and more aggressive because he feels embarrassed that he has to be taken care of by you. He woke up in a very angry mood this morning and hit you in the face, leaving a mark. This morning, he hit you in the face, leaving a mark before you left for work. You could take a sick day, but you don't want to be at home with him when he is in this mood, and you want to save your sick days for emergencies. You're now running late for work trying to cover the mark left on your face.

You need to decide what you will tell your employer when you arrive late to work.

- A. Tell your employer the truth. They feel sympathetic to your situation and let you know that their door is open if you need to come to them for help.
- B. You lie and tell your employer that you hit your face on a cupboard door. You don't want your employer knowing too much about your personal life in case they use it against you. You're also a private person and find this subject embarrassing and difficult to discuss.
- C. You arrive late to work and tell your employer that you cannot stay because you have a bad headache and take a paid sick day off, leaving you with 3 sick days for the next 6 months.

Result if you chose answer A: Your employer checks-in with you to see how you're doing at lunch time. They suggest you prioritize important tasks in case you cannot make it to work tomorrow. They provide you with a Crisis Line telephone number and suggest you call.

Result if you chose answer B: Your employer and you have a good chuckle. They state that they understand and won't penalize you for being late this time.

Result if you chose answer C: Your employer reminds you that you only have 3 sick days left and that you are behind on your work. They insinuate that they expect you to complete the tasks you're behind on before leaving work tomorrow.

Scenario 2: It's Friday afternoon and your employer approaches you, concerned. They tell you that you fell behind in your work this week and ask what is preventing you from focusing. They tell you how they want to help and prevent you from losing your position with the company. Your employer asks how you will rectify the situation and complete the work you are behind on. You know you to also care for your father over the weekend including taking him to the grocery store and cooking meals for the upcoming week.

You need to think on your feet and provide a solution to completing your work tasks for the week.

A. Ask your employer if you can work from home over the weekend. It will be a stretch, but you'll have to find time to get everything done or your job could be in jeopardy.

B. Ask your employer if you can take paid time off and how to start that process.

C. Ask your employer if you can stay late on Monday and finish your work then. Hopefully you can find someone to care for your father while you stay late at work.

Result if you chose answer A: Your employer allows you to do this as a one-time courtesy. It's evident that they are losing patience with your situation and are concerned about your productivity and ability to fulfill the responsibilities your position requires.

Result if you chose answer B: Your employer tells you they have no idea on the process and that you will need to speak with Human Resources (HR) and/or review the HR documents yourself to learn the process. They remind you that this cannot be done during "company time" and that you cannot afford to fall behind in your work any further.

Result if you chose answer C: Your employer begrudgingly agrees as a one-time courtesy, telling you not to make this a habit. Now you have to focus your attention on finding someone who can care for your father Monday evening while you're at work.

Scenario 3: You completed all your tasks and are no longer behind, however, because you were so stressed and under a stressful deadline, you made some major errors in your work and your employer noticed. Frustrated, your employer calls you into the office and asks you whether you can still perform your duties or whether you need to find a new job elsewhere. They say they sympathize with your situation but that the work still needs to get done or else the agency/company will suffer consequences.

Your employer asks you to explain why you did not perform your duties in a way that meets the agency's/company's expectations and how you will rectify this going forward.

A. Tell your employer this error was due to an extenuating circumstance and that it will not happen again.

B. Tell your employer that they are not trauma-informed and not meeting their responsibilities in supporting you through this. This conversation effectively creates additional tension between you and your employer.

C. Give your notice and start looking for another job. Your employer is causing too much additional stress, and your relationship has gone sour, making you feel uncomfortable in your position.

Result if you chose answer A: Family violence impacts not only our physical and mental wellness but many other elements of our lives including our employment and employability. This time you managed to scrap by with just a warning, next time you might not be so lucky.

Result if you chose answer B: Your employer is no longer warm and friendly with you when they see you in the office. They barely speak to you, and you feel as though you are under a microscope with your employer ready to fire you if any more issues arise. Your goal is to stay under their radar and not let home life impact work life. You hope you can manage it all.

Result if you chose answer C: You are now without work and having to commit time and energy to applying to jobs and going to interviews. You are able to better care for your father's needs at this time due to being home more, but his abusive behaviours are escalating, and your savings account is dwindling. You are under a lot of pressure to find a job that can work around your father's caregiving needs.

Scenario 4: You slept-in and your father is angry at you for not waking up in the morning to make his breakfast. To “teach you a lesson” your father hid your car keys, making you unable to attend work or interviews.

You need to find a way to get to work or your interview and you’re running behind.

A. Plan to take the bus

B. Plan to call in sick to work and be left with 2 sick days or ask to reschedule your interview

C. Plan to call a cab to take you (\$30)

D. Call a friend or family member for a ride

Result if you chose answers A, C or D: You got to work/the interview on time. It cost you money or a favor. You have used up most of your savings and have no stream of money coming in at the moment and don’t like owing people favors, but it’s better than the alternative which would have meant staying home and losing another sick day or starting off on the wrong foot with a potential employer.

Result if you chose answer B: You lost another sick day or missed your interview and are waiting to hear back as to whether they will reschedule or not. You’re worried that there will be consequences and are waiting to find out what those might be.

Scenario 5: You feel overwhelmed and stuck in your situation. You don't know how to move forward and don't want to keep doing what you're already doing. Your father's abusive behaviours are escalating but because he is ill you feel responsible for taking care of him. In your culture it is not acceptable to put a parent in a long-term care facility and even if it was, you simply cannot afford to pay for one.

How do you plan to manage these feelings, care for your ill father, and maintain employment?

A. Seek counseling that is subsidized. There is a 3-month waitlist, and you hope you can manage until then. You don't know what else to do and how to get out of this mess.

B. Continue with the status quo; trying to maintain employment while caring for your ill father. You love him and feel awful that you sometimes secretly wish he would pass away or disappear because you cannot manage his abuse and all of your day-to-day responsibilities. You continue living in "survival mode."

C. You drop your father off outside of a homeless shelter and hope they will take him. You don't know what else to do and you can't maintain the status quo. You fear if you don't take this step, you will both end up homeless.

Result if you chose answers A: Many people are on long waitlists for counseling and other support services due to a lack of affordable and accessible resources. You can't afford to pay \$140/hr out of pocket, which is the average rate, so you continue on in survival-mode like so many others do every single day.

Result if you chose answers B: Many people feel as though they have no options or else have very limited options. You know he is abusive, but he is your father, and he is elderly and ill, so you feel responsible for him plus you don't have the finances to get him into a long-term care facility. You continue on in survival-mode like so many others do every single day.

Result if you chose answers C: Many people feel as though they have no options or else have very limited options. You feel responsible for him but can't handle the abuse anymore and do not want to also end up homeless. Since you do not have the finances to get him into a long-term care facility and no one else is willing/able to care for him, this is the only other option you could think of. You continue on in survival-mode like so many others do every single day.

Instructors will hold a debrief using the DEAL Model.

Pre and Post Simulation Exercise Fundamentals

Developed by Queen's University Experiential Learning Hub

Psychological Safety & Comfort

One reason why simulated learning experiences are useful is because they are designed to substitute for putting students in actual high-stress situations. However, the simulations, given the topics they may cover, can still lead to some discomfort for learners. To minimize and/or manage such discomfort, it is essential to set a safe learning environment where every learner feels comfortable participating.

For this purpose,

- Acknowledge that the simulated-learning experience might be stressful and that it is okay for learners to make mistakes and experience a variety of emotions during the simulation;
- Discuss the confidentiality of the exercise and clarify whether things can be discussed outside of the simulated-learning experience. You may want to suggest that if learners discuss anything outside of the simulated-learning experience, it should be limited to the lessons learned rather than the performances of specific people;
- Make sure to give enough time for your learners and any other participants to ask any questions that they may have regarding the simulation and try to not leave any questions unanswered as this could impact the level of comfort that individuals feel.

Role of Participants and Facilitator

Before starting the simulation, it is important to ensure all learners are clear on their roles. Thus, in the pre-brief, make sure to cover the roles of the learners and the facilitator in the simulated-learning experience; provide clear direction about how active you expect participants to be throughout the exercise; and provide learners with sample questions that can be used to facilitate reflective thinking during the simulated-learning experience.

Orientation to the Learning Environment

Provide an overview of the learning environment. This could include any necessary materials, required technology, overview of the setting, and description of available resources.

Debrief

The de-brief provides a platform for learners to review, reflect on the experience and deepen both academic/technical learning and professional skills development, and rectify any tensions that students may have experienced. It corresponds to Stage 2: Reflective cycle in Kolb's Experiential Learning Cycle and provides a base for Stages 3 and 4. Below are primary considerations and tips for planning and running effective de-briefs. The timing A de-brief might happen immediately after the end of the simulation, but there are advantages to postponing it to the following day to allow for greater reflection.

Facilitator of the de-brief

You can lead the de-brief or have students lead their own de-briefs in groups. It is important to remember that some learners may have experienced intense feelings that need to be addressed and discussed further. The learners might also complete self-debriefing or write a self-reflection to summarize their experience and thoughts before the larger group de-briefing.

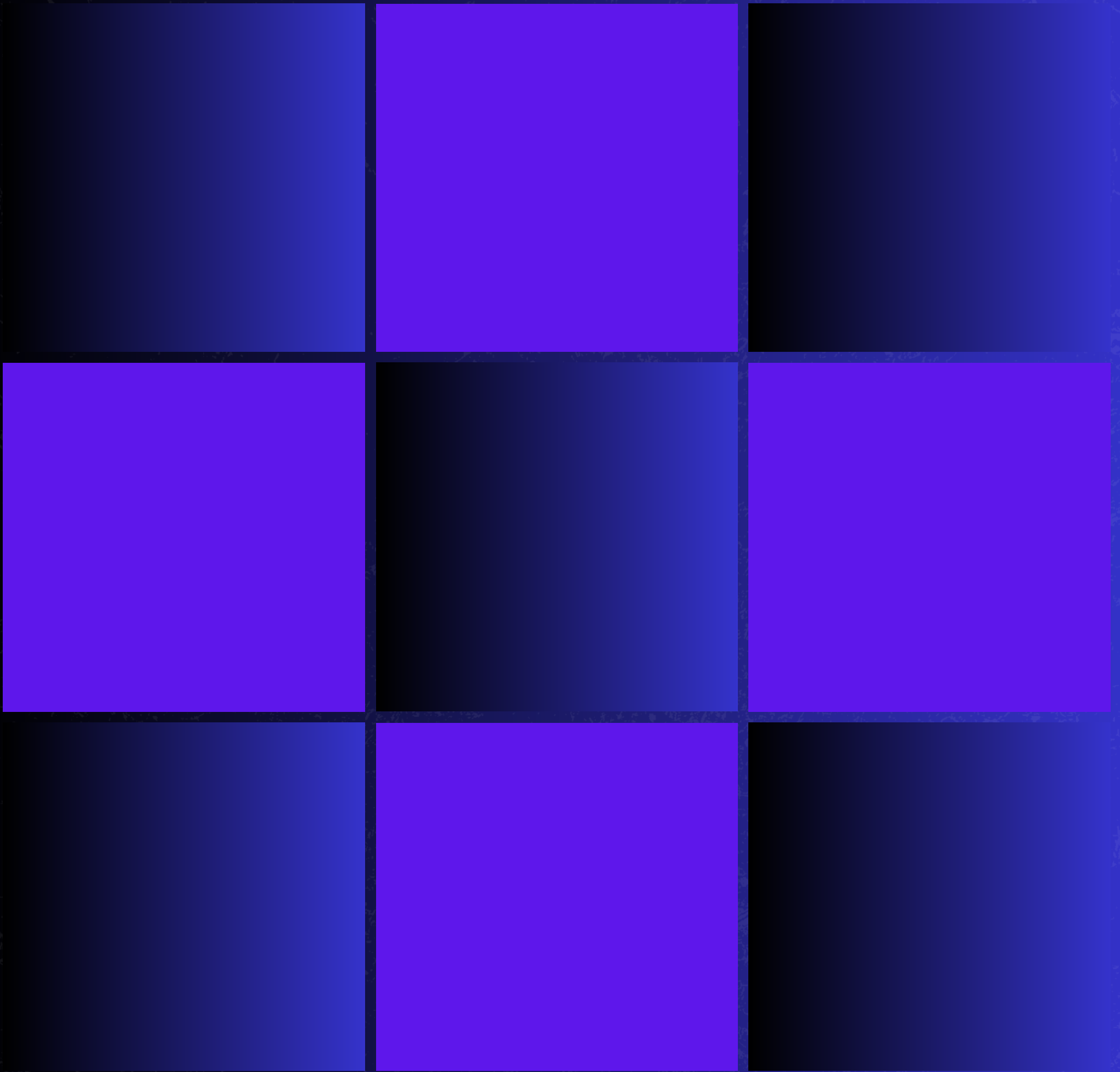
Content

The de-brief should include a quick summary of the simulation and the learning objectives. Students' questions should be addressed before completing the de-brief session. The primary objective of the de-brief is to give students the opportunity to reflect on their academic learning and professional development based on the simulation-based exercise. It is helpful to use a structured approach to guide de-brief sessions to make sure students have the opportunity to reflect in a scaffolded way.

The Experiential Learning Hub has received positive feedback from instructors using the DEAL model to facilitate critical reflection.

Source:

https://www.queensu.ca/experientiallearninghub/sites/qelhwww/files/uploaded_files/Simulation%20Toolkit/Simulation%20EL%20Faculty%20Toolkit%20Final%20Final%20April%202018.pdf



RESOURCE SHEETS

Gender-Based Violence

Information Sheets

Transforming Workplace Approaches to Gender-Based Violence: Gender-Based Violence (GBV) Terminology, Facts & Findings

Gender-Based Violence (GBV): GBV occurs when violence is committed against someone because of their gender or perceived gender. GBV is an umbrella term that encompasses IPV, FV and DV.

Intimate Partner Violence (IPV): IPV, also known as DV, is a prevalent form of GBV. It refers to multiple forms of harm caused by a current or former intimate partner or spouse (Government of Canada website, n.d.).

Family Violence (FV): FV is when someone uses abusive behaviour to control and/or harm a member of their family, or someone with whom they have an intimate relationship (such as a spouse or common-law partner) (Government of Canada website, n.d.).

Domestic Violence (DV): DV can be defined as a pattern of behaviour in any relationship that is used to gain or maintain power and control over an intimate partner, family member, or any other household member (United Nations website, n.d.).

Femicide: Femicide refers to the sex/gender-related killings/homicide of women and girls (Canadian Femicide Observatory for Justice and Accountability, n.d., para. 1.).



About this Brief:

This Brief outlines terminology, facts and thoughts that illustrate the importance of building awareness and advocating for the transformation of workplace approaches to GBV.

In honour of Missing and Murdered Indigenous Women and Girls, thank you to Ms Busola Iyaomolere's Grade 8 Class at Deerwood School Thompson, MB for sharing their poster (image above).



This Brief is designed by the Manitoba Association of Women's Shelters

The Manitoba Association of Women's Shelters (MAWS) is dedicated to providing a unified voice for women, children and gender diverse individuals who are affected by violence and abuse.

Transforming Workplace Approaches to Gender-Based Violence: Gender-Based Violence (GBV) Terminology, Facts & Findings

Did You Know?

- Indigenous women are disproportionately victimized by gender-based violence, and these high rates are contributing to the crisis of missing and murdered Indigenous women and girls (Journalism Initiative on Gender-Based Violence website, n.d.).
- Immigrant women are more vulnerable to gender-based violence due to economic dependence, language barriers, and a lack of knowledge about community resources (Learning Network and Knowledge Hub website, n.d.).
- 60% of women with disabilities will experience some form of violence (Learning Network and Knowledge Hub website, n.d.).
- 59% of transgender and gender-diverse people in Canada experience violent victimization (<https://www.canada.ca/en/women-gender-equality/gender-based-violence/facts-stats.html>).
- Women, girls, Two Spirit, trans and non-binary people are at the highest risk of experiencing GBV (Canadian Women's Foundation website, n.d.).
- Estrangement and separation are known to increase the risk for an escalation of violence and femicide (McFarlane et. al., 2002).



Kathryn Myran (2023),
Buffalo Woman

"GBV takes place in public spaces, in workplaces, at home, and online. Its negative effects reach far beyond the individuals who directly experience them. Violence can have long-lasting and negative health, social and economic effects that span generations, which can lead to cycles of violence and abuse within families and sometimes whole communities"
(WAGE, n.d., para. 3).

Online Resources

- <https://maws.mb.ca/>
- <https://www.gbvllearningnetwork.ca/our-work/briefs/brief-45.html>
- <https://www.ngbv.ca/>
- <https://endvaw.ca/training-resources-for-working-with-diverse-groups-of-women/>
- <https://wscadv.org/>
- <https://www.learningtoendabuse.ca/index.html>
- <https://familysurvivorscircle.ca/>
- <https://gbvresourcecollective.ca/>
- <https://vafcs.org/gbv-toolkit>
- <https://www.domesticshelters.org/>
- <https://firstnationhealingcentre.ca/>

GBV in the Workplace

Information Sheets

Transforming Workplace Approaches to Gender-Based Violence: Facts & Figures on Gender-Based Violence (GBV) in the Workplace

GBV in the workplace refers to GBV that occurs in and around the workplace. It also refers to GBV that occurs outside of the workplace and spills into the workplace. For example, someone experiencing GBV at home may still be unsafe at work; may find that their work suffers; may be penalized due to the impact on work performance and absenteeism.

Not responding to GBV in the Workplace can result in:

- Reduced employee productivity and motivation
- Loss of focus, which can also lead to increased risk of injury
- Increased absenteeism
- Replacement, recruitment, and training costs if victims are injured or dismissed for poor performance
- Higher company health expenses
- Decreased worker morale
- Strained co-worker relations
- Loss of talent/ skilled employees
- Potential harm to employees, co-workers, and/or clients when a violent abuser enters the workplace
- Liability costs if a member of the public or another employee in the workplace is harmed
- Harm to business's/organization's reputation which can result in reduced customer loyalty



Source: <https://www.ualberta.ca/en/human-resources-health-safety-environment/managing/health-and-wellness-administration/creating-awareness-of-domestic-violence.html>

About this Brief:

This Brief outlines the presence, significance and impact of GBV in the workplace and the need to address and transform workplace approaches to GBV.

In honour of Missing and Murdered Indigenous Women and Girls, thank you to Kennedy's Grade 8 Class at Westwood School Thompson, MB for sharing their poster (image on following page).



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Transforming Workplace Approaches to Gender-Based Violence: Facts & Figures on Gender-Based Violence (GBV) in the Workplace

Did You Know?

- Domestic violence can carry over into the workplace, threatening women's ability to maintain economic independence. More than half (53%) of study respondents who experienced domestic violence said that at least one type of abusive act happened at or near their workplace. Almost 40% of those who had experienced domestic abuse said it made it difficult for them to get to work, and 8.5% said that they lost their jobs because of it (MacGregor, J., et al., 2016).
- 1 in 3 workers have experienced domestic violence in their lifetime; Of those who had, 82% found that domestic violence negatively affected their work performance (through distraction, tiredness, lateness, interruptions at work from the abuser, poor concentration and absenteeism); 53% said they experienced violence at or near the workplace; 38% reported that domestic violence affected their ability to get to work; 37% said that it negatively impacted their co-workers; 8.5% lost their job as a result of domestic violence (Canadian Labour Congress website, 2025).
- Domestic violence costs employers \$77.9 million annually (Canadian Labour Congress website, 2015)
- 54 percent of domestic violence victims miss three or more days of work per month (Zachary, M. (2000): 23–26).

Examples of GBV in the Workplace:

Bullying
Harassment
Stalking
Coercion
Sexual harassment
Physical assault
Verbal assault
Bloodism
Gossip
Exclusion
Blocking advancement
Discrimination
Undermining
Belittling
Public reprimand
Hostile work environment
DV/FV/IPV spillover



"Cows run away from the storm while the buffalo charges toward it — and gets through it quicker. Whenever I'm confronted with a tough challenge, I do not prolong the torment, I become the buffalo."

—Wilma Mankiller

(American Cherokee activist & Principal Chief of the Cherokee Nation)

Online Resources

- <https://www.gbvlearningnetwork.ca/online-ontario-resources/index.html>
- <https://shop.wspcs.ca/products/workplace-violence-and-harassment-awareness-1>
- <https://canadianlabour.ca/domestic-violence-work/>
- <https://www.hrpa.ca/hr-insights/tackling-gender-based-violence-and-making-workplaces-safer-for-all/>
- <https://ywcacanada.ca/what-we-do/projects-initiatives/agbvstaffnetwork/>
- <https://www.canada.ca/en/women-gender-equality/gender-based-violence/provincial-territorial-resources.html>
- <https://www.cbdc.ca/en/programs/breaking-workplace-silence>
- <https://possibilityseeds.ca/strategies-for-remote-work-to-address-gender-based-violence/>
- <https://www.safemanitoba.com/Resources/Pages/brochure-preventing-harassment.aspx>
- https://www.learningtoendabuse.ca/research/national_survey_on_harassment_and_violence_at_work_in_canada/Resources%20Section.html
- <https://instituteofworkplacebullyingresources.ca/indigenous-communities/>

Trauma

Information Sheets

Transforming Workplace Approaches to Gender-Based Violence: Trauma Terminology, Facts & Findings

Trauma: Trauma is the lasting emotional response that often results from living through a distressing event. Trauma is about a person's subjective emotional and psychological experience of an event. People experience the same event differently and have different responses and reactions (American Psychological Association, n.d.; CAMH, n.d.).

Intergenerational Trauma: "Intergenerational trauma refers to the transmission of trauma or its legacy, in the form of a psychological consequence of an injury or attack, poverty, and so forth, from the generation experiencing the trauma to subsequent generations. The transference of this effect is believed to be epigenetic—that is, the transmission affects the chemical marker for a gene rather than the gene itself. The trauma experienced by the older generation is translated into a genetic adaptation that can be passed on to successive generations" (American Psychological Association, 2023).

Trauma Responses: Trauma responses are first developed in childhood and impact how the brain develops. Trauma responses refer to how a person responds or reacts under a heightened state of arousal. "Survivors' immediate reactions in the aftermath of trauma are quite complicated and are affected by their own experiences, the accessibility of natural supports and healers, their coping and life skills and those of immediate family, and the responses of the larger community in which they live" (NIH, TIP 57, 2014).

Trauma-Informed Care: Involves a broad understanding of traumatic stress reactions and common responses to trauma. It also involves compassion for the impact of those traumatic stress reactions on an individual's mental, emotional, physical and spiritual health and capacity (NIH, TIP 57, 2014). It requires reframing the question, "what is wrong with you?" to "what happened to you?"

About this Brief:

This Brief outlines terminology, facts and studies that illustrate the importance of building awareness and advocating for the transformation of workplace approaches to GBV.

In honour of Missing and Murdered Indigenous Women and Girls, thank you to the Grade 7 Class at Westwood School Thompson, MB for sharing their poster (image on following page).



This Brief is designed by the Manitoba Association of Women's Shelters

The Manitoba Association of Women's Shelters (MAWS) is dedicated to providing a unified voice for women, children and gender diverse individuals who are affected by violence and abuse.

Transforming Workplace Approaches to Gender-Based Violence: Trauma Terminology, Facts & Findings

Did You Know?

- The origin of the word “trauma” is Greek which means “wound.” Trauma is understood as a wound.
- Trauma is not just a (psychic) wound, it’s a wound that’s not healed. Hence, this unhealed wound continues to cause pain (Dr. Gabor Maté, 2022).
- This wound hardens individuals psychologically and interferes with the individual’s ability to grow and develop. As such, the individual is in pain and acts out of pain. Similarly, when an individual experiences fear, they act out of fear (Dr. Gabor Maté, 2022).
- “Trauma is not what happens to you, it’s what happens inside you as a result of what happened to you” (Dr. Gabor Maté, 2020).
- Trauma responses are first developed in childhood and impact how the brain develops (<https://youtu.be/nmJOUtAkO9g>).
- “Simply stated, trauma changes the brain” (Bruce D. Perry, 2006).

“Trauma decontextualized in a person looks like personality. Trauma decontextualized in a family looks like family traits. Trauma decontextualized in people looks like culture”

–Resmaa Menakem

As an individual feels threatened, they move along the arousal continuum from left to right. The further along on the continuum, the less capable they are of learning and retrieving cognitive content. A person in trauma and a state of alarm is less capable of concentrating, more anxious, and more attentive to non-verbal cues such as tone of voice, body posture, and facial expressions (aztrauma.org, 2018).



“Self-regulation depends on having a friendly relationship with your body. Without it you have to rely on external regulation – from medication, drugs, alcohol, constant reassurance, or compulsive compliance with the wishes of others.”

–Bessel A. van der Kolk



Fight, Flight, Freeze, Fawn, Flop:

Recent research suggests there are 5 ways our bodies automatically respond to fear and danger (fight, flight, freeze, fawn and flop). “When our brain alters us to the presence of danger, our bodies respond automatically” (Rape Crisis England & Wales, n.d., para .1). These trauma responses are the bodies automatic reactions to fear, danger or perceived threats.

Step-by-Step Tool to Address Gender-Based Violence (GBV) in the Workplace

Step 1: Policy Development

- *Create a clear GBV policy:*

Establish a written policy explicitly prohibiting all forms of GBV, outlining expectations for behavior, and detailing reporting procedures.

- *Define prohibited behaviors:*

Clearly define what constitutes GBV, including physical, verbal, sexual harassment, and discriminatory actions based on gender. Identify how GBV outside of the workplace can have a significant impact inside the workplace.

- *Outline reporting channels:*

Specify designated individuals and processes for reporting incidents, ensuring confidentiality and accessible reporting methods.

Step 2: Education and Training

- *Regular employee training:*

Provide mandatory training for all employees on what GBV looks like, reporting GBV, the impact of GBV, understanding company policy, and creating a co-operative and respectful workplace culture. Collaborate with employees on what additional training is desired to increase buy-in and to lead by example, cultivating a workplace culture that values a) the sharing of ideas and knowledge, b) respectful debate, c) reciprocity, d) co-operation, e) trusting in the capacity of employees in understanding what is needed to improve workplace culture.

- *Leadership training:*

Provide mandatory training for managers, supervisors and HR on communication skills, what GBV looks like, and how to effectively address reports of GBV, support victims, hold perpetrators accountable, de-escalate conflict, and cultivate a collaborative, co-operative and respectful workplace culture. Collaborate with employees on what additional training is desired to increase buy-in and to lead by example.

- *Cultural Humility and Cultural Responsiveness training:*

Provide mandatory training on GBV and intersectionality, understanding diverse experiences, cultural humility, and Indigenous ways of knowing (engage in a Two-Eyed Seeing approach, also known as Etuaptmumk in Mi'kmaw).

Step 3: Reporting and Investigation

- *Accessible reporting mechanisms:*

Ensure multiple reporting channels are available, including confidential hotlines, direct reporting to Human Resources (HR), and designated reporting officers. Ensure these reporting mechanisms are accessible to employees living with disabilities.

- *Immediate response:*

Promptly investigate all reported incidents of GBV, taking appropriate action to protect the victim and witnesses. Ensure that this is followed-up by reflection and team-building practices to (re)build a respectful workplace environment.

- *Impartial investigation process:*

Conduct thorough and unbiased investigations by trained personnel, following due process and maintaining confidentiality.

Step 4: Addressing Perpetrators and Supporting Victims

- *Disciplinary action:*

Implement appropriate disciplinary measures against perpetrators, including potential termination depending on the severity of the offense. Implement channels for consistent check-ins and conversations with perpetrators to establish a mutual understanding around workplace culture and expectations.

- *Victim support:*

Provide confidential support services to victims, including access to counseling, legal advice, and leave of absence options if needed. Offer a flexible work schedule. Provide relevant referrals and advocate for staff to have access to resources, when applicable. Develop a unique safety plan with all victims involved.

- *Confidentiality:*

Ensure the privacy of all parties involved in the reporting and investigation process. Ensure that all parties are made aware of the limitations around confidentiality at the beginning of any and all conversations around occurrences of GBV.

Step 5: Promoting a Positive Workplace Culture

- *Leadership commitment:*

Clearly communicate leadership's commitment to preventing and addressing GBV through visible actions and messaging. Encourage the establishment of a GBV in the Workplace Steering Committee as a preventative approach to establish open and effective lines of communication and to address and reduce stigma.


- *Culturally responsive initiatives:*

Foster a workplace culture that values humility, curiosity, compassion, and respect for all employees. Do your own research on culturally diverse team building activities and ask employees to collaborate. Engage in a Two-Eyed Seeing approach when writing policies and procedures, hosting events, sharing resources, and scheduling trainings.

- *Open communication:*

Encourage open discussion about GBV issues and provide opportunities for feedback from employees. Engage in a Sharing Circle to reflect on the impact of GBV and on the realities of GBV in the workplace.

Key points to remember:

-  *Collaboration is critical:*

Engage with relevant stakeholders, including HR, legal, and employee representatives, to effectively address GBV. Getting “buy in” from staff is crucial to making meaningful change. Collaboration with staff on addressing GBV in the workplace encourages staff “buy in.” Create informal and formal opportunities for feedback without consequence. Check your ego at the door and approach feedback with curiosity and openness.

- *Continuous reflection is vital to improvement:*

Regularly review and update policies and procedures to ensure they are effective in addressing evolving GBV issues. Regularly review and update training needs and opportunities for all staff, including leadership. Regularly engage all staff, including leadership, in personality assessment and conflict management assessment tools such as quizzes and surveys. In order to better understand how to work with others it is essential to strengthen our understanding of ourselves.



TEMPLATES:
RISK & SAFETY



EMPLOYEE VIOLENCE RISK ASSESSMENT QUESTIONNAIRE

Name: _____ Date Completed: _____

	YES	NO
1. Have you experienced verbal abuse (e.g., swearing, insults, teasing, or bullying) while an employee of this company?	<input type="checkbox"/>	<input type="checkbox"/>
If yes , did you report the incident(s)?	<input type="checkbox"/>	<input type="checkbox"/>
If yes , how did you report the incident(s) <input type="checkbox"/> orally? <input type="checkbox"/> in writing?		
What was the relationship of the abuser to you?		
<input type="checkbox"/> co-worker <input type="checkbox"/> client/customer <input type="checkbox"/> member of the public		
<input type="checkbox"/> other (describe) _____		
2. Have you experienced verbal or written threats (e.g., "If you don't get off my back, you'll regret it.") while an employee of this company?	<input type="checkbox"/>	<input type="checkbox"/>
If yes , did you report the incident(s)?	<input type="checkbox"/>	<input type="checkbox"/>
If yes , how did you report the incident(s)? <input type="checkbox"/> orally? <input type="checkbox"/> in writing?		
What was the relationship of the abuser to you?		
<input type="checkbox"/> co-worker <input type="checkbox"/> client/customer <input type="checkbox"/> member of the public		
<input type="checkbox"/> other (describe) _____		
3. Have you been threatened with physical harm (e.g., someone shaking a fist, throwing objects, committing vandalism) while an employee of this company?	<input type="checkbox"/>	<input type="checkbox"/>
If yes , did you report the incident(s)?	<input type="checkbox"/>	<input type="checkbox"/>
If yes , how did you report the incident(s)? <input type="checkbox"/> orally? <input type="checkbox"/> in writing?		
What was the relationship of the abuser to you?		
<input type="checkbox"/> co-worker <input type="checkbox"/> client/customer <input type="checkbox"/> member of the public		
<input type="checkbox"/> other (describe) _____		

EMPLOYEE VIOLENCE RISK ASSESSMENT QUESTIONNAIRE

	YES	NO
4. Have you experienced a physical assault or attack while an employee of this company?	<input type="checkbox"/>	<input type="checkbox"/>
If yes , did you report the incident(s)?	<input type="checkbox"/>	<input type="checkbox"/>
If yes , how did you report the incident(s)? <input type="checkbox"/> orally? <input type="checkbox"/> in writing?		
What was the relationship of the abuser to you? <input type="checkbox"/> co-worker <input type="checkbox"/> client/customer <input type="checkbox"/> member of the public <input type="checkbox"/> other (describe) _____		
5. Do you ever:		
work alone or with a small number of co-workers?	<input type="checkbox"/>	<input type="checkbox"/>
work in a community-based setting?	<input type="checkbox"/>	<input type="checkbox"/>
work late at night or early in the morning?	<input type="checkbox"/>	<input type="checkbox"/>
6. Are you concerned about work rage on the job?	<input type="checkbox"/>	<input type="checkbox"/>
What is the source of your concern? _____		
7. Do you believe that work rage in your workplace is a <input type="checkbox"/> high risk? <input type="checkbox"/> medium risk? <input type="checkbox"/> low risk?		

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Revised: August 2017

VIOLENCE AND HARASSMENT REPORTING FORM

Privacy Policy

[name of the person or unit designated to receive incident notifications] will read information provided on this form, which may be shared with the respondent or an party or to an investigator or conciliator, if necessary. In addition, the names of the following will not be included in the investigator's report:

- principal party
- respondent
- witnesses
- any other person involved in the incident resolution process

In case of emergency

If you believe someone's life or physical safety is at risk, please initiate your emergency procedures by calling the Safety Office at [telephone number of the office who handles emergency procedures] or by dialing 911.

PART 1 – INCIDENT DETAILS (to be completed by party reporting incident)		
Date of report		
Reporter's name		
Location of incident		
Date of incident		
Time of incident	_____ _____	<input type="checkbox"/> AM <input type="checkbox"/> PM
Victim's name		
Relationship to (co. name)		
Contact information		
Additional witnesses	Name	Contact Information
Injuries and damage	Yes	No
Were there any injuries or property damage reported?		

PART 1 – INCIDENT DETAILS (cont'd)		
Medical attention/first aid obtained?		
Any time missed from work as a result of the incident?		
WSIB Form 7 submitted?	Yes	No
If "yes" to any of above provide details of injuries, property damage, treatment and/or repairs.		

PART 2 – DESCRIPTION OF INCIDENT (to be completed by party reporting incident)

In your own words, please provide detailed description of the incident based on what you experienced or was reported to you and other pertinent information.

Describe immediate actions taken (e.g., contacted supervisor, told Respondent to stop behaviour, called 911, etc.).

PART 2 – DESCRIPTION OF INCIDENT (cont'd)

Describe your recommendations for corrective and preventive actions, if any.

[Large empty rectangular area for writing recommendations]

Reporter's signature

[Empty rectangular area for signature]

PART 3 – INVESTIGATION INTERVIEWS (to be completed by Investigator)

Interviews with victim, alleged perpetrator and witness shall be conducted where possible. Where such interviews are not conducted this report shall indicate why.

Name of person interviewed

Event role (victim, alleged perpetrator or witness)

Person conducting the interview

Date of interview

Interview Notes

PART 4 – OTHER INFORMATION PERTINENT (to be completed by Investigator)

Identify pertinent information possibly including but not limited to:

- Police report
- Violence risks and controls from risk assessment
- Past incidents
- Worker training

PART 5 – INVESTIGATION CONCLUSIONS (to be completed by Investigator)

Based on the evidence revealed on investigation, it is the opinion of the investigator that:

<i>the reported incident of</i> (circle one)	workplace violence	workplace harassment	workplace sexual harassment
<i>was</i> (circle one)	adequately substantiated	not adequately substantiated	fabricated with malicious intent
Additional comments from Investigator			

PART 6 – CORRECTIVE AND PREVENTIVE ACTIONS (to be completed by Investigator)

Actions	Responsible	Target Date	Completion Date

PART 7 – COMMUNICATION OF RESULTS			
Party	Name	Signature	Date
Investigator			
Victim			
Alleged perpetrator			

Individualized Workplace Domestic Violence Safety Plan Template

What is an Individualized Workplace Domestic Violence Safety Plan?

An Individualized Workplace Domestic Violence Safety Plan is for any employee who may be experiencing domestic violence. This type of safety plan explores a variety of options and work arrangements that aim to increase the protection of the employee. It is to improve an employee's personal safety and security when at work, including when the employee is working from home.

Why Should the Workplace Help to Create an Individualized Safety Plan?

The workplace is an environment where employees are to feel safe. Employers are responsible for providing a safe and secure work environment. Developing a personal safety plan for any employee who discloses they are experiencing domestic violence will help to facilitate safety for the affected employee and everyone else in the workplace.

How do I Create an Individualized Safety Plan?

The employee who is experiencing domestic violence will require a safety plan for their life at home and in the community as well as the workplace. We recommend that you refer an employee who is experiencing domestic violence to a community-based expert, like a Shelter Worker, to develop a safety plan for all aspects of her life. The employer is only responsible for the safety planning in the workplace, but it is important that the actions taken in the workplace complement the measures taken to ensure safety at home and in the community. If the employee is working from home, then safety planning for home and work will intersect and overlap. It is best if you, the supervisor/manager, and the employee work together with a community-based expert on this plan.

Decisions about the relationship are the employee's, not yours. The measures outlined in the workplace safety plan should balance respect for the right of the affected employee to make decisions regarding their relationship and the need to ensure everyone, including the affected employee is safe in the workplace. Review this plan often and make changes as safety concerns change.

Remember!

The employee is going through a potentially stressful time. They could be experiencing many emotions such as fear, embarrassment and shame, along with worries about children, housing, and other financial concerns. Be supportive, compassionate, encouraging and nonjudgmental.

Balancing Safety and Confidentiality

It is important to protect the privacy of the affected employee as much as possible. However, it is not possible to guarantee confidentiality to an employee when they are experiencing domestic violence. Sometimes it is necessary to share information in order to implement safety measures. You can assure the employee that information will only be shared with those who need to know for safety reasons.

Risk Screening

A safety plan should be based on an assessment of the risks of the specific situation of an employee experiencing domestic violence. The DvatWork site provides a risk screening tool. If the results indicate that you need to do a more in-depth risk assessment, you can work collaboratively with a community-based expert like a Shelter Worker (<https://www.sheltersafe.ca>) or with a domestic violence risk assessment professional (<https://www.dvatwork.ca/sites/default/files/2020-08/List%20of%20Prof%20Threat%20Assessors.pdf>) to conduct a professional risk assessment.

Before starting the safety plan		
Guideline	Tips for Implementing Guidelines	Actions Taken
Collaboration		
Choose a community-based expert or a risk assessment professional to work with you on the Workplace Safety Plan. Start with a risk screen. Pay attention to workplace related risks.	<ul style="list-style-type: none"> - Link to Risk Screening Tool - Link to Shelter Net - Link to professional risk assessors 	
Organize a time and place that is suitable for the expert, your employee and you to meet.		
Notes		

Preparing for the discussion		
<p>Secure a quiet space where you will not be interrupted.</p> <p>Explain your legal and policy obligations to ensure a safe workplace to the affected employee and to the expert you are collaborating with.</p> <p>Agree on what information will be collected and who will collect it.</p> <p>Explain limits to confidentiality and your commitment to only share information on a need to know basis.</p> <p>Explain what supports are available to the affected employee through your workplace domestic violence policy and program.</p> <p>Identify who will be responsible for the coordination of information related to the situation.</p>	<ul style="list-style-type: none"> - Ensure that the workplace representatives responsible for ensuring safety and providing support have appropriate training - Express concern for the employee’s safety without judgment, blame or shame - Explain plan is a flexible, changeable document that outlines how to keep the employee safer at work - Supports might include workplace provided supports such as EAP, benefits available through the workplace policy and/or collective agreement, community-based crisis lines and counselling services and internet-based resources - The community-based expert will be able to offer information about supports 	
Notes		
Documentation		
<p>Establish where the risk assessment and safety planning documentation will be stored. This information should be stored in a secure location separate from the affected employee’s HR file.</p> <p>Establish who will have access to the information in the file and under what circumstances.</p>	<p>Possible actions include:</p> <ul style="list-style-type: none"> - Setting up a secure physical or electronic filing space just for documents related to domestic violence safety planning - Identifying a person or a team who will be responsible for the management of these files 	

<p>Establish what documentation will be collected at work and by who. Establish who will be responsible for gathering the documentation and ensuring that it is stored in the secure location.</p> <p>Establish who will be responsible for review of the documentation and the schedule for review.</p> <p>Consult with the domestic violence experts to determine when a case can be considered 'closed' and no longer subject to ongoing review.</p> <p>Establish how the affected employee will have access to the information in the file.</p>		
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Notes

<p>Communications</p> <p>Consider how an abusive (ex)partner could contact an affected employee through workplace communication channels including phone messages, text messages, email and social media platforms.</p> <p>Consider how to protect the affected employee from harassment and threats via organizational communication channels.</p>	<p>Possible actions include:</p> <ul style="list-style-type: none"> - Changing work phone numbers and email addresses - Having someone else answer the affected employee's phone - Letting all calls go to voice message - Blocking - Having location detection disabled on the affected employee's cell phones – especially work phones - Collecting abusive messages left via phone recordings, emails, texts and/or social media in case they are needed for future legal proceedings - 	
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Notes		
Restricting access to the workplace		
<p>Consider how an abusive (ex)partner could gain access to information about the affected employee.</p> <p>Consider how an abusive (ex)partner could have physical access to the affected employee through the workplace.</p>	<p>Possible actions include:</p> <ul style="list-style-type: none"> - Removing the affected employee's name and reference to location, including phone extension and e-mail address from workplace internet and intranet and schedules - Limiting social networking associated with the employee's name, upcoming events, or photos of them - Moving the affected employee away from areas that are accessible to the public - Moving the affected employee's workstation away from windows or areas that are visible to the public - Preventing physical and/or electronic access to the affected employee while at work if the abusive (ex)partner works in the same workplace 	
Notes		
Entering and exiting the workplace		
<p>Consider how an employee can safely enter and exit the workplace</p>	<p>Safer entrance and exit practices can include:</p> <ul style="list-style-type: none"> - Providing a well-lit parking space, adjacent to an entrance - Providing a parking space monitored by camera - Having a travel-by-buddy system or a security escort where possible 	

	<ul style="list-style-type: none"> - Planning for how to move quickly to an area with more people If sensing a hazardous situation - Entering via a guarded access door if available - Having a phone pre-programmed with an emergency # for the police 	
<p>Notes</p>		
<p>Alternative Work Arrangements</p>		
<p>Consider how to make it less predictable when and/where the affected employee will be at work</p>	<p>Alternative work arrangements can include:</p> <ul style="list-style-type: none"> - Giving the affected employee flexible work hours, a change in start and finish times, or changing shifts - Changing the work site or office location of the affected employee - Changing the department where affected employee works 	
<p>Notes</p>		
<p>Security measures</p>		
<p>Consider how to implement security protocols to increase safety for the affected worker and the workplace.</p> <p>Consider what role the security force for the workplace and/or the police can play in preventing or responding to an incident.</p>	<p>Security measures can include:</p> <ul style="list-style-type: none"> - Providing a photo or description of the abusive (ex)partner to Security, front desk staff, and/or entire workplace where appropriate to limit their access to the workplace - Notifying security and the police if the abusive (ex)partner has firearms or access to firearms 	

	<ul style="list-style-type: none"> - Advising reception, security and/or co-workers not to give out any personal information or information on the whereabouts of the affected employee - ensure that the affected worker and others, where appropriate, have Security's number on speed dial – on all work phone - Inquiring whether a restraining order, no contact order, or other emergency intervention orders is in place and whether or not the workplace is named 	
<p>Notes</p>		
<p>Check-In Protocol</p>		
<p>Develop a check-in protocol if the employee is absent from work without notice</p>	<p>A check-in protocol can include:</p> <ul style="list-style-type: none"> - Obtaining permission for a supervisor to check in with the affected employee in the case of unexpected absences - Establishing a code word/phrase the employee can use to indicate they are in danger or need help when an employer calls, texts or emails to check-in - Obtaining permission for a supervisor to call and check with a trusted person in the case of unexpected absences <p>Name and phone number of trusted person:</p> <p>Name _____</p> <p>Tel. _____</p>	

Notes		
Crime Prevention Through Environmental Design		
Consider how the design and physical layout of the workplace can prevent an incident of physical violence at the workplace.	<p>Possible actions include:</p> <ul style="list-style-type: none"> - Installing bright security lighting, using motion detectors in areas where unauthorized persons could approach the workplace - Removing/trimming decorative shrubs and trees that may seeing if an unauthorized person is on workplace property - Installing solid-core doors and secure locks on all exterior doors - Securing all outbuildings, making sure they are visible from the central workplace - Installing fencing/gates/locks/key cards to limit unauthorized access to areas of the workplace - Installing panic buttons/alarms - Ensuring that computers and other devices face away from the public so that personal information is not visible and/or use security screens on computers so that information is not visible to anyone who does not have a direct view of the screen <p>See https://www.cptedontario.com/ for more information</p>	
Notes		

Working from Home		
<p>Carefully review all measures in this safety planning template and consider which ones can be adapted for a situation where an employee is working from home.</p> <p>Maintain regular contact with the employee and be prepared to call for emergency help if there is a need to do so.</p>	<p>Possible actions include:</p> <ul style="list-style-type: none"> - Establishing code words or phrases to indicate when the employee is able to speak freely and when they are being monitored - Establishing code words or phrases to indicate that the employee is in immediate danger - Checking in regularly with the employee, both through formal work meetings and informal check-ins - Storing a copy of the safety plan in a password protected space that only the affected employee and those who are supporting them can access - Asking the employee to come into the workplace for 'mandatory' work meetings if they are being constantly surveilled at home - Allowing the employee to meet with domestic violence experts during 'mandatory work meetings' - Providing a VPN service to cloak the employee's internet use - Providing guidance on tech safety - Providing accommodations such as flexible hours - Consulting with internal IT experts regarding additional security measures 	
Notes:		
Leave Provisions		
	<p>Affected employees can use leave for many reasons, including making arrangement to leave, consulting a lawyer, accessing counselling support for themselves or</p>	

	<p>their children, seeking medical attention or taking time to rest and regroup. Leave provisions can include:</p> <ul style="list-style-type: none"> - Legislated domestic violence leave - Other leave options as outlined in workplace policy - Going beyond minimum provincial standards and providing pay for the duration of a leave or a portion of it that is not already a requirement - Requesting permission to call employee while on leave 	
<p>Notes</p>		
<p>Notification</p>		
<p>Consider if other employees need to be notified about the potential for violence in the workplace.</p>	<p>The decision to notify other employees includes:</p> <ul style="list-style-type: none"> - Determining who needs to be notified and how they will be notified - Determining what information should be shared - Determining how to respect confidentiality to the extent possible - Sharing information in a concise, factual manner to facilitate safety without causing unnecessary alarm 	
<p>Notes</p>		
<p>Additional Measures</p>		
<p>Consider if there are any other measures that you can take to ensure your employee's safety</p>	<p>Possible actions include:</p>	

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Notes

A 3x3 grid of colored squares. The top row consists of a blue square, a purple square, and a black square. The middle row consists of a purple square, a blue square, and a purple square. The bottom row consists of a blue square, a purple square, and a black square.

TEMPLATES:
PROMOTIONAL



MANITOBA ASSOCIATION
OF WOMEN'S SHELTERS

1 in 3 workers

experiences domestic violence.
Over half of these incidents
happen **at or near the workplace.**

Navigating Gender-Based Violence in the Workplace

Contact your local shelter to receive FREE Training from Certified Staff

To find a shelter located nearest you, visit:

<https://maws.mb.ca/about/members-affiliate-members/>



MANITOBA ASSOCIATION
OF WOMEN'S SHELTERS

**Domestic violence costs
employers **\$77.9 million annually.**
When employees are unable to
work, **businesses feel the impact.****

Navigating Gender-Based Violence in the Workplace

**Contact your local shelter to receive FREE Training
from Certified Staff**

*To find a shelter located nearest you, visit:
[https://maws.mb.ca/about/members-affiliate-
members](https://maws.mb.ca/about/members-affiliate-members)*



MANITOBA ASSOCIATION
OF WOMEN'S SHELTERS

Create Safer Workplaces, Drive Economic Growth

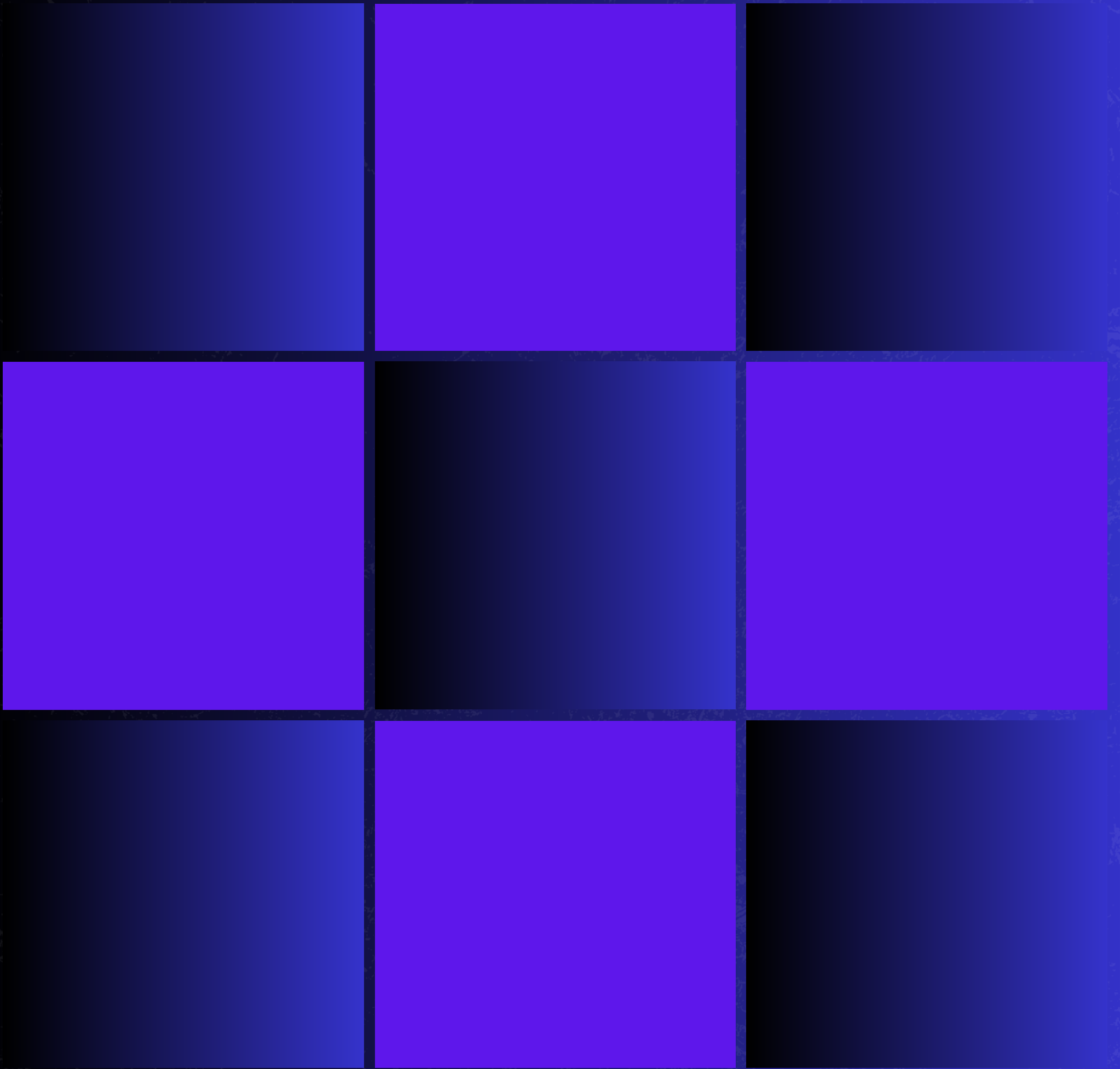
Gender-Based Violence in the Workplace

Free Training from a Certified Trainer

**Contact your local GBV shelter to receive
training at your workplace**

*To find a shelter located nearest you, visit:
[https://maws.mb.ca/about/members-affiliate-
members/](https://maws.mb.ca/about/members-affiliate-members/)*





POST-EVALUATION SURVEYS

POST-EVALUATION SURVEY FOR COMMUNITY FACILITATORS

1. Name of business/organization:
2. On a scale of 1-10, with 10 being the highest, how would you rate your knowledge on gender-based violence in the workplace prior to taking this training? 0 -----5-----10
3. On a scale of 1-10, with 10 being the highest, how would you rate your knowledge on gender-based violence in the workplace after taking this training? 0 -----5-----10
4. Have you received previous training on gender-based violence in the workplace? YES NO
5. If yes, how did this training compare to other gender-based violence in the workplace training you received?
6. On a scale of 1-10, with 10 being the highest, rate your level of satisfaction with the curriculum (including information and exercises) distributed during the training session. 0 -----5-----10
7. On a scale of 1-10, with 10 being the highest, rate your level of satisfaction with the Community Facilitator (including level of knowledge and how they guided you through exercises and debriefs) during the training session. 0 -----5-----10
8. Reflecting on the relevance and practicality of the content and tools shared, on a scale of 1-10, with 10 being the most likely, what is the likelihood of applying this knowledge in your business/organization (if needed)? 0 -----5-----10
9. On a scale of 1-10, with 10 being the most likely, how likely are you to recommend this training to other businesses/organizations? 0 -----5-----10
10. Any additional information to share?



**Providing a unified voice for those affected
by Gender-Based Violence in Manitoba.**

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