

**PILOT VERSION
March 2022**

FACILITATOR'S GUIDE

Gender-based Violence Awareness and Orientation Session:

Learning about laws, rights, and supports
available around anti-violence

Developed by: Gender-based Violence Settlement Sector Strategy Project

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INTRODUCTION

This facilitator's guide provides detailed instructions for service providers who are delivering the Gender-based Violence Awareness and Orientation Session: Learning about laws, rights, and supports available around anti-violence to settlement clients.

How can GBV education enhance the work of the settlement sector in Canada?

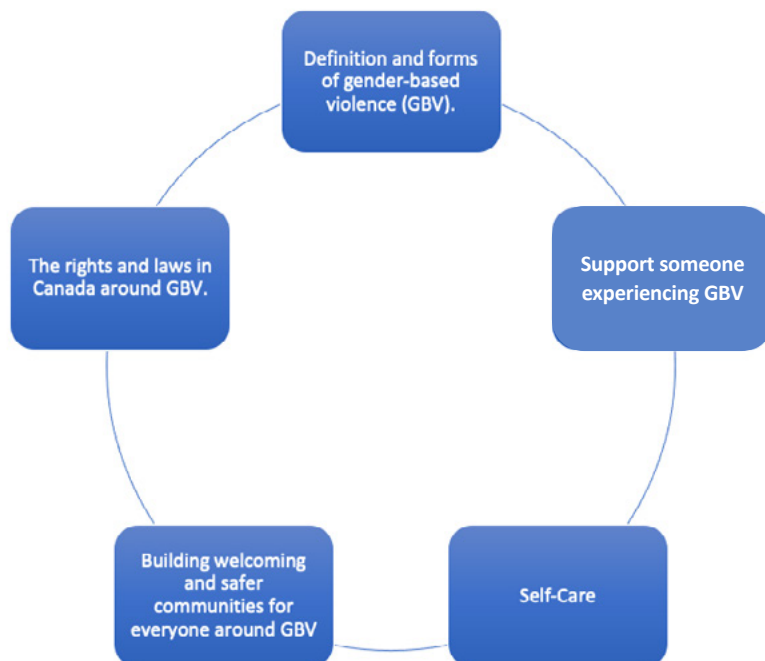
It is important to understand that violence occurs in all communities, regardless of socioeconomic status, culture, age, race, ethnicity, religion, sexual orientation, or any other characteristic¹. While newcomer communities do not report higher rates of GBV, they may be less likely to report violence due to racism, isolation, language and cultural barriers, immigration concerns, and lack of knowledge of community resources, to name just a few.

Why the need for a client information and orientation session?

A needs assessment was conducted to inform the priorities to be included in the strategy. Stakeholders across the country were consulted and our project partners worked collaboratively to identify goals and strategic actions to support each priority, followed by consultations with gender-based violence (GBV) experts across Canada to finalize the strategy. What we heard from people was the need to increase access to accurate, clear, and consistent information and resources for newcomers, immigrants and refugees about GBV.

In order to address that priority, the project developed an online course for service providers in responding to gender-based violence (GBV) in the settlement and anti-violence sectors (Bridges to Safety). The project also confirmed the need to develop a consistent, yet regionally adaptable GBV information and orientation session curriculum for settlement clients.

The session will provide information on the following topics:



¹ YMCA of Greater Halifax/Dartmouth. (2018). Gender-based violence prevention: A guide for working with newcomers. Halifax, NS: Author.

How was the information session developed?

In order to develop an informed and relevant information session, we:

- Collected approximately 20 GBV manuals, toolkits, and client information and orientation sessions from a variety of organizations and stakeholders from across the country.
- Surveyed settlement organizations across the country, asking them what topics they would recommend being included in such an information and orientation session.
- Developed, along with the Project Working Group's support and expertise, a Gender-based Violence Awareness and Orientation Session.

How to use this guide

1. Read the overview of the various approaches that were considered in the development of the information session such as social justice, trauma- and violence-informed, and anti-oppressive and anti-racist approaches, intersectionality and client and person-centered.
2. Prepare for your session by reading and reflecting on the facilitation tips, as well as other considerations regarding delivering gender-based violence information to participants, such as telling participants you will be discussing violence, reminding participants they can take breaks and/or leave the room as necessary, etc.
3. Read the content sections, including the learning objectives and terms used in this guidebook, as well as the suggested timing for each content area, and flag any areas you want to consider further and/or where you may need more resources to draw upon.
4. Read the participant guide, followed by the related PowerPoint slides that you can use in your session, so that you get a sense of the flow and activities. There is a script that is provided in this section, you can use it entirely, or write your own notes in your own voice to use in each section.
5. Design your information session, including who you will invite to participate, where it will be, the audio/visual tools you will use as well as any other resources you will require.
6. Read the evaluation plan and activities you will be asked to administer at the end of your session.

The information session is designed for adult newcomers over the age of 18 who are accessing settlement services who have an English Language Level 4 or above.

SESSION APPROACH

This information session has been developed using several different but complimentary approaches.

Social justice

A concept based upon the belief that each individual and group within society is to be given equal opportunity, fairness, civil liberties and participation in the social, educational, economic, institutional, and moral freedoms and responsibilities valued by the society². Approaching GBV within a social justice framework can be helpful in building community awareness and for recognizing the root causes of the problem and working together to address and solve it. In the information and orientation session, for example, we discuss human rights with participants. We outlined the rights and protections that are afforded everyone who lives in Canada, regardless of gender, sexual orientation, religion, ethnicity, etc.

² Battered Women's Support Services. (n.d.). Empowering non-status, refugee, and immigrant women who experience violence. Retrieved from <https://www.bwss.org/wp-content/uploads/2010/07/NSRIW-MANUAL.pdf>

Trauma and violence-informed

Trauma and violence-informed approaches recognize the connections between trauma, violence, and negative health outcomes and behaviours³. These approaches are critical in working with settlement clients in the area of GBV, as these approaches increase safety, self-determination, and resilience for individuals and families who are seeking settlement services and supports and/or have a history of experiencing violence. This facilitator's guide provides some trauma-informed suggestions related to the delivery of the information and orientation session, such as letting people know that you will be talking about violence, and what options exist for them if they should feel uncomfortable or need a break (e.g., let facilitator know they are leaving the room, taking a water break, or doodling/fidgeting during the session).

A trauma-informed approach begins from an awareness and acknowledgement of the pervasiveness of traumatic experiences together with an understanding of the ways in which trauma responses affect people's lives, capacities and abilities to cope with life's challenges with the aim of creating an environment of healing and recovery.⁴

A violence-informed approach takes into consideration the intersectional acts of structural violence and conditions that support those acts. It also recognizes that violence is shaped by gender stereotypes and inequities.⁵ Gender-based violence is centred in the disparities of power and control, with many root causes and contributing factors such as colonization, racism, sexism, displacement, homophobia, transphobia, patriarchy, etc.⁶

As service providers, it is important to understand the complex and lasting impacts of violence and trauma – failing to do so may unintentionally re-traumatize the people you are working with. Using a trauma and violence-informed approach ultimately minimizes harm to the people you serve. For more information in this area see:

<https://www.canada.ca/en/public-health/services/publications/health-risks-safety/trauma-violence-informed-approaches-policy-practice.html>

<https://schliferclinic.com/wp-content/uploads/2018/05/Race-Gendered-Violence-and-the-Rights-of-Women.pdf>

Anti-oppressive and anti-racist

An anti-oppressive approach places the person at the centre of their experience and works from their perspective and acknowledges their reality. Working in an anti-oppressive manner is holistic and respectful, placing the person in a position of expert and you as their support.⁷ Anti-racist refers to an active and consistent process of change to eliminate individual, institutional and systemic racism as well as the oppression and injustice racism causes.⁸ For example, in the facilitator notes in Topic #1 we talk about how social inequalities can make people more vulnerable to experiencing violence. We also discuss how newcomers have a lot of strengths and resilience but may face stressors as a result of their migration and settlement.

⁴Mattoo, D. (2017). Race, gendered violence, and the rights of women with precarious immigration status. Toronto, ON: University of Toronto.

⁵Government of Canada. (2018). Trauma and violence-informed approaches to policy and practice. Retrieved from <https://www.canada.ca/en/public-health/services/publications/health-risks-safety/trauma-violence-informed-approaches-policy-practice.html>

⁶Battered Women Support Services (2019). Domestic violence resources and supports for women who are refugees and refugee claimants. Presentation. Vancouver, B.C.

⁷Mattoo, D. (2017). Race, gendered violence, and the rights of women with precarious immigration status. Toronto, ON: University of Toronto.

⁸Battered Women's Support Services. (n.d.). Empowering non-status, refugee, and immigrant women who experience violence. Retrieved from <https://www.bwss.org/wp-content/uploads/2010/07/NSRIW-MANUAL.pdf>

Using an anti-oppressive approach to service delivery means recognizing, addressing and being accountable to power differentials. The concept of “working with” as opposed to “working for” is important. Service providers need to listen to what the person wants for themselves and acknowledge their strengths and internal resources that has carried them through to this point in their life. This approach means not thinking that we are the experts or have all the solutions, but rather being a conduit to resources, support, and solutions that are developed together.⁹

Intersectionality

A theory and approach coined by civil rights activist Kimberlé Crenshaw to indicate how overlapping or intersecting social identities, particularly minority identities, relate to systems and structures of oppression, domination, or discrimination.¹⁰

GBV does not emerge from a single root cause – the reality is racism, xenophobia, Islamophobia, colonialism, Anti-black racism, and other forms of systemic discrimination all impact how people experience GBV and avenues for accessing support. Intersectionality as a framework can therefore be helpful in explaining how multiple forces work together to reinforce conditions of inequality, social exclusion, and roots of violence.¹¹ Understanding these multiple, overlapping forces is critical to applying an anti-oppressive, anti-racist, and trauma informed approach to the issue. Practitioners should educate themselves about the vulnerabilities and histories that apply to the communities they serve.¹² A good resource for more information in this area is https://women-gender-equality.canada.ca/gbaplus-course-cours-acplus/eng/mod02/mod02_03_01a.html

Client and person-centred

Being client-centred involves honouring lived experience and supporting clients as autonomous decision makers. Recognizing the migration journey of clients is central to providing services that are culturally responsive and relevant. This includes considering their experiences in their country of origin. A client-centred approach ensures that services are universally accessible and responsive to the intersectional needs and experiences of newcomers, immigrants, and refugees.

Use the term “person experiencing violence”, whenever possible. Reflecting the client’s (or a group’s) use of language when referring to themselves is important. Someone who experienced violence may not identify with the term victim or survivor, and they may not like for a worker to refer to their partner as an abuser, aggressor or attacker. Use language mindfully and think about the stereotypes you might be unintentionally reinforcing when using certain words. For example, some people from the disability community may prefer being referred to as ‘disabled’, while others may prefer ‘person with a disability’.

⁹ Battered Women’s Support Services. (n.d.). Empowering non-status, refugee, and immigrant women who experience violence. Retrieved from <https://www.bwss.org/wp-content/uploads/2010/07/NSRIW-MANUAL.pdf>

¹⁰ Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. University of Chicago Legal Forum. Article 8

¹¹ YMCA of Greater Halifax/Dartmouth. (2018). Gender-based violence prevention: A guide for working with newcomers. Halifax, NS: Author.

¹² Battered Women’s Support Services. (n.d.). Empowering non-status, refugee, and immigrant women who experience violence. Retrieved from <https://www.bwss.org/wp-content/uploads/2010/07/NSRIW-MANUAL.pdf>



OVERVIEW AND OBJECTIVES OF THE INFORMATION SESSION

Overall session learning outcomes:

1 Explain what gender-based violence (GBV) is and why it is an important issue in Canada.	2 Challenge common myths about GBV that rely on stereotypes about gender, race, and culture.
3 Identify 2 or 3 specific actions they can take to prevent, identify, or respond to GBV as a neighbour, friend, or family member.	4 Name 2 or 3 services available in their communities that can help newcomer families prevent GBV or access safety and healing from GBV.

SESSION TOPICS



TERMS USED IN THIS GUIDEBOOK

Gender-based violence (GBV):

Gender-based violence (GBV) describes violence that is directed at someone because of their gender, perceived gender, or gender expression. GBV occurs regardless of the individual or perpetrators age, culture, race, gender, sexuality, socio-economic status, or geographic location.¹³

Human rights:

Policies and legislation that “attempt to create a climate in which the dignity, worth and rights of all people are respected, regardless of age, ancestry, citizenship, colour, creed (faith), disability, ethnic origin, family status, gender, marital status, place of origin, race, sexual orientation or socio-economic status”¹⁴

Power:

In a social context, power means the “ability to make decisions about one’s life and the capacity to influence and/ or effect desired goals. All relationships are affected by the exercise of power, which in turn is profoundly shaped by social identities, including gender, race, class, sexual orientation, age, religion, nationality, etc.”¹⁵

Privilege:

The advantages that come from being a member of a dominant group (based on gender, race, class, ability, sexuality, etc.).¹⁶ Invisibility of privilege is the idea that those who are dominant in a society may not be aware of their dominance or special status. This can result in people becoming angry when confronted with evidence or assertions of racism, classism, sexism, etc. because they are unaware of their own privilege and/or discriminatory attitudes and behaviours.

Settlement client:

Newcomers to Canada (i.e., immigrant and refugee individuals and families) who access government supported services designed to assist immigrants and refugees in overcoming specific barriers to participating in social, cultural, civic, and economic life in Canada.¹⁷

Trauma:

The lasting emotional response that often results from living through a distressing event such as illness and injury, war, violence, loss, displacement, and natural disaster. The experience of trauma often takes a profound emotional toll on a person which can impact that person’s identity.¹⁸

¹³ YMCA (2018). Gender-based violence prevention: Video facilitator guide.

¹⁴ Battered Women’s Support Services. (n.d.). Empowering non-status, refugee, and immigrant women who experience violence. Retrieved from <https://www.bwss.org/wp-content/uploads/2010/07/NSRIW-MANUAL.pdf>, Pg 189.

¹⁵ MenEngage Alliance & UN Women (2016). Men, masculinities, and changing power: A discussion paper on engaging men in gender equality from Beijing 1995 to 2015. Retrieved from <http://menengage.org/wpcontent/uploads/2014/11/Beijing-20-Men-Masculinities-and-Changing-Power-MenEngage-2014.pdf>, p. 15.

¹⁶ Kimmel, M.S., & Holler, J. (2017). The gendered society. (2nd ed.) Don Mills, ON: Oxford University Press.

¹⁷ Government of Canada (2022). Settlement program. Retrieved from <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/transparency/program-terms-conditions/settlement.html>

¹⁸ Mattoo, D. (2017). Race, gendered violence, and the rights of women with precarious immigration status. Toronto, ON: University of Toronto.

SESSION PREPARATION

Before you start

Before beginning the session, it is important to engage in a careful examination around the issue of GBV. It is not an issue that happens “out there”, but rather is an issue that is often much closer to us either through direct experience or knowing someone who has experienced it. It is important to recognize that these past experiences can influence how we approach the topic as facilitators, and how participants may receive the information and orientation session material. Here are some key features to prepare prior to your session:

- In the invitation or recruitment tools, inform clients that the information session will be about Gender Based Violence, including the topics that will be covered. Also note if the group will be mixed gender or not.
- If you are already familiar with the participants, reflect on their strengths and potential knowledge about the content, as well as how you will monitor the group’s comfort and engagement levels.¹⁹
- Be aware of your own biases, power and privilege as a facilitator of this group. Be mindful of cultural and political divides and avoid making generalized statements that may group people together. Never assume someone’s culture, race, religion, gender or sexual orientation.

Participants are coming from different education levels, awareness and exposure to the issue, trauma and other aspects of their backgrounds that will influence the way they ask questions and respond. Be aware of subtle micro aggressions that can happen between group members of different genders, religions, politics, cities etc.

Are there some tips on how to be an active listener you can share with the group in your introduction?

Questions to consider during your preparation:

- What are my own biases and beliefs about culture and violence?
- What opinions and ideas offered by participants might be difficult for me to hear and respond to?
- What am I going to do to support myself if I experience something that distresses me?
- Think about how you can set a positive example by modeling gender equality and treating all participants with respect, regardless of sex, gender, ability, etc.²⁰ Encourage participation of all members of the group and engage in active listening. Acknowledge individual differences and listen to the contributions of all participants.

Want to read more on GBV and newcomer, immigrant and refugee communities? Here are some resources:

Ontario Council of Agencies Serving Immigrants (OCASI)

Initiative to End Gender-based Violence <https://ocasi.org/gender-based-violence#training>

Immigrant and Refugee Communities, Neighbours, Friends and Families

<https://www.immigrantandrefugeenff.ca/>

Ending Violence of B.C.

https://endingviolence.org/files/uploads/Spot_the_Signs_0.pdf

Next Gen Men

<https://www.nextgenmen.ca/>

Promundo

<https://promundoglobal.org/>

¹⁹ Mosaic. (2015). There is no honour in violence: Ensuring safety in our own homes and communities. Vancouver, BC: Author.

²⁰ Health Policy Project. (2014). Preventing gender-based violence: A training manual. Washington, DC: Futures Group, Health Policy Project.

FACILITATION PRACTICES

Tips for facilitating the session include:

- For sessions delivered face-to-face, a trauma-informed approach means facilitators must be aware of the sounds and physical layout of the space and how this may be triggering for individuals. For example, having a loud door opening and closing during the information and orientation session can trigger an individual with war-related trauma. Participants should have access to the exit-way and be encouraged to step out if they feel the need to.
- In either an online scenario or face-to-face scenario, encouraging the rule of ‘give me a thumbs up if you leave the room or leave the online session/turn your camera off so I know you are ok’ is a way to promote safety. Another option is to designate a co-facilitator to be an emotional support person to check-in with those who might need additional support.
- Setting ground rules at the beginning of the session. Letting people know they do not need to share personal information and that information shared in the group should not be shared outside the group, and setting expectations for respect, not interrupting, etc. Let people know the consequences of making inappropriate comments or jokes during the session e.g., shutting down conversation, impacting learning, etc.
- Be prepared to handle inappropriate comments or jokes during the session. This can be very hard. Some suggestions are being prepared to politely disagree and move on/redirect. For example, “I can’t agree with you on this, but as we were saying...” or “we don’t use this type of language here”. Or, you may need to reframe comments that participants make.
- Use appropriate 2SLGBTQIA+ terminology. Facilitators should ensure they are using correct 2SLGBTQIA+ terminology and if they are translating to be aware that many commonly used words can be derogatory and slurs (similar in English).
- Providing trigger warnings. Provide trigger warnings at the beginning and have the number to a helpline handy in case they need support during the workshop.

It is a good idea to know some of the basics, just in case.

- What is Child Abuse? Parents often ask what is allowed and not allowed in Canada for discipline. Having information on Child Abuse definitions and witnessing violence, neglect, emotional violence is important. Knowing about and mentioning DUTY to Report laws is also necessary.
- Age of consent. People often have questions on age of consent in Canada. Having your provinces age of consent laws readily available will be important.
- When things get too debated (culturally, politically, philosophically etc.) it is important to acknowledge that there are different approaches to parenting or gender norms globally. No single way is right or wrong, but different. However, it is not OK when someone is forced to conform and has a lack of consent or is subjected to harm or violence. (ex. child abuse, or violence to a partner).



MANAGING DISCLOSURES DURING THE SESSION

Finally, this information session does not invite personal disclosures of GBV, but it is important to understand that it may emerge. Facilitators need to be able to respond appropriately. Having a plan in place ahead of time may help you feel more prepared in the event that disclosures occur

Some steps for handling disclosures include:

- Pay attention to what's happening in the room. You may notice non-verbal cues that a participant is triggered or activated by the material. They may test the safety of disclosing first by dropping hints or making an in-direct disclosure. Depending on the nature of the cues, you may decide to discreetly take the participant aside or gently approach them immediately following the session to check-in and see how they are doing or feeling about the material.
- If a participant pulls you aside to disclose privately (whether in person or in a break-out room or via chat message), it is important that you follow general protocols for responding to disclosures.
 - ▶ A general practice is to thank them for sharing this with you, and to let them know that you believe them and are here to listen and support them.
 - ▶ You can gently ask them if they are safe (i.e., they may be disclosing violence that is current or that is from their past), and if they would like to know about places they can call for support. Have on hand available supports if that is something that they want to know more about.
 - ▶ You also want to be careful not to make statements or ask questions that can come across as victim-blaming or that take agency away from the survivor e.g., why didn't you leave? You should leave. I will call the police to scare him/ call the local shelter to get you out of there.
- If someone discloses abuse in a group setting, it is similarly important to respond in a way that is not victim-blaming. You'll need to decide in the moment what the purpose of the disclosure is – sometimes people will speak from lived experience to help inform the discussion – in such cases you can thank them for sharing and be generally aware of any non-verbal signs they may be asking for more support.
 - ▶ The main idea is to normalize people talking about their experiences without any judgement (wow, that is disgusting!) or over-reactions (omg you must be so devastated you poor thing!). Instead, you can say things like “Thank you for sharing” and if appropriate “That is so insightful” or “I appreciate your strength”. In other cases, however, someone may be disclosing because they are seeking support or even may be in crisis. If you can, pull them aside so that they are not subject to reactions from the group. Generally follow the same protocols as above.
- If someone discloses abuse it is important that they get a referral to safety planning with an anti-violence expert through a warm referral. Calling a crisis line together is another option to discuss.

CARE AND SUPPORT FOR OURSELVES

As facilitators, we are important caretakers of the information and orientation session space, and as such, it is our responsibility to prepare as best as we can for potential disclosures of GBV. But it is also important to be kind to yourself, trust that you are doing what is in your capacity and be honest about your own boundaries or limitations in doing this work.

An important part of preparation and being present in teaching spaces involves self-care and – especially if we are survivors ourselves – investing in our own healing journeys. Where possible, have supports on hand, such as trusted people or colleagues you can check-in with to debrief about disclosures or other classroom dynamics. Some facilitators use grounding techniques, breathing, meditation, yoga, movement, or other techniques to support themselves in doing this work.



This workshop is designed to be delivered by service providers who have had other training in GBV and is for staff who have taken the on-line bridges to safety course. <https://www.ngbv.ca/online-course>

It is also recommended to have a co-facilitator with anti-violence experience if you do not have this background or training. Having a list of crisis resources within your organization and community is very important including an anti-violence emergency phone number.

Notes for virtual or in-person sessions

If you are facilitating this session over zoom, make sure the technology is working and that the video and audio are clear. Ensure that you have any supplemental materials open on your computer in the event you need to share them with the group. Test any video links to ensure they load properly and are visible on the screen. It's a good idea to build in a few minutes of break time in the middle of the session, and encourage people to get out of their seats and/or turn off their camera. It's a good idea to stay online for a few minutes after the session ends in case someone wants to speak to you directly.

There are different ways to encourage participation through virtual platforms:

- Mic
- Chat box
- Direct messaging the facilitator through the chat box
- Reaction buttons
- Polls

Go over these features of virtual platforms and how to use them.

If you are delivering the session in-person, there are some additional preparation points to consider. First, ensure that the agenda is available as either a handout or on a flip chart to share. Second, participatory engagement is best when chairs and/or tables are moved into a “U” or square shape.²¹ Facilitator can make a judgment call based on room size and participants what would make them feel more comfortable.

If required, make sure you have a working internet connection and have the power point up on the screen. Review all activities and ensure you have the required items for each one. Make flip charts of discussion points in advance if necessary.

With face-to-face sessions, incorporating some social time and refreshments into the information and orientation session may help meet the social needs of individuals and create a welcoming atmosphere. Have coffee and tea made ahead of time so participants can have an opportunity to serve themselves and connect with others. Ensure diverse snacks to accommodate any allergies/dietary restrictions. Even online, participants can have a chatting space at a pause in the session and be encouraged to grab a snack, make a cup of tea or coffee and have some water on hand.

²¹ Mosaic. (2015). There is no honour in violence: Ensuring safety in our own homes and communities. Vancouver, BC: Author.



SESSION TOPIC AREAS

In addition to the session introduction and check-out, there are five topic areas covered in this 75-minute information and orientation session. There are 30 slides. Topics are:

Topics	Timing	Slide #s	Activities
Introductions and check in	15 minutes	1-5	Reflection Q: What do you do for self-care?
Introduction to GBV	15 minutes	6-12	Definitions, stats, understanding GBV
Myths and Misconceptions	10 minutes	13-14	Present the myth – then the fact
Laws and Rights	15 minutes	15-21	Review laws and rights information and mention legal resources e.g. Legal aid, any community legal clinics
Review	5 minutes	22-24	Rights and Laws True and False
Signs of Violence, Responses, Services	10 minutes	25-29	What services do you know of in the community for newcomers?
Closing	5 minutes	30	One thing to do to support yourself and one thing learned in the session

Remember: while there is a script provided for each section, you are welcome to use it verbatim, or create your own making sure to include all of the key points. You will find some more information you use in sections called “notes to help you in the next slide”, which are scattered throughout.

INTRODUCTIONS AND CHECK IN

The introduction and check in to the session include slides 2,3, and 4 and should take approximately 10 minutes.

Introduction and Check In: Slide 2



Note: Begin with a land acknowledgement. Acknowledging land and territory shows recognition of and respect for Aboriginal Peoples. See the following website that talks about why this is important and outlines land acknowledgements for different provinces. <https://www.caut.ca/content/guide-acknowledging-first-peoples-traditional-territory>

Introducing yourself as a facilitator:

- Introduce yourself and your role at your organization. Introduce your own pronouns to normalize and explain that we can't always assume someone's gender by looking at them and so that is why they may say their pronoun. This helps us know the gender identity. Sharing pronouns is always optional.
- Briefly cover what this information and orientation session covers.



Script:

To start we will introduce ourselves (if you are comfortable) by saying your first name and one thing that you think of that promotes healthy and safe families.

What is one thing you hope to get out of today?

Also, you do not need to share personal information during the session. We also want to remind everyone that personal information shared in the group should not be discussed outside the group.

Review Agenda : Slide 3



Script of Agenda

Read the slide to make sure everyone knows what the topics are, what to expect from the session, how long you will be together.

Community Guidelines: Slide 4



Note: In regard to setting community guidelines, consider having pre-set community guidelines on the slide. You can then ask the participants what they like, what they might add, and anything that is not clear. You can record the ground rules in the chat box so everyone has access to them. You can always refer people back to that list during the session if needed.



Script:

We want to make it comfortable for everyone to share their ideas. What are some expectations for respect, not interrupting, etc.

Setting these expectations are important. Consequences of making inappropriate comments or jokes during the session can affect the session negatively e.g., shutting down conversation, impacting learning, etc.

Ask participants to do any of the following: 1) pick a guideline you really like and explain why, 2) what, if anything, would you add to this list, 3) is there anything on this list that you find unclear or not helpful?

Self-Care: Slide 5

Script

We will be talking about some information around violence and this can sometimes bring up our own experiences of violence or of those we care about. We will be providing a list of supports and services in an email at the end as well as a hand-out. If anyone does need supports we also are able to help connect you if you need.

If you want to draw, take notes or fidget during this workshop that is okay. If there are times you need to step out for a moment that is also okay but a co facilitator may check in on you. Please do what you need even if it is stepping away for a water break, etc.

Self-Care is an important part of looking after ourselves and so we can be there more for our families as well.

Self-care is any activity you do to take care of yourself and re-charge when things may be stressful. Self-care can be doing social things with friends, could be physical things you do like exercise or eating certain foods, Spiritual such as prayer or emotional and mental like talking to someone or seeing a counsellor.

What are some examples from the group you do for self-care? (Hear 3-5 examples)

TOPIC #1: INTRODUCTION TO GBV

Topic #1 includes slides 6-12 and should take approximately 15 minutes

Definitions, stats and understanding GBV



Notes to help with the next few slides:

Everyone has the right to live a life free from violence. However, many individuals experience violence in relation to their gender, gender expression, gender identity, or perceived gender. This is called gender-based violence.

You may want to explain the difference between sex and gender. Sex refers to the biological and physiological characteristics that define males, females and intersex persons. Gender refers to the roles and behaviours that society associates with being female or male. Rigid gender norms can result in stereotyping and curb our expectations of all genders. A society's understanding of gender changes over time and varies from culture to culture.

GBV affects people of all genders, ages, cultures, ethnicities, geographic locations, and socio-economic backgrounds.

- Social inequality can put people at higher risk of violence. When people have less power or less equality in society, others with more power may try to take advantage of them. Similarly, if someone has fewer resources, they may be more fearful of seeking help in case they lose the few resources they have, or they may be more isolated from help. An example of this might be gender inequality, where women and girls are treated as less deserving of rights than men and boys, and where women/girls may not have the same access to resources as men/boys, like earning less than men in the workplace. GBV disproportionately affects women and girls: because inequality of women, girls and gender-diverse people in society is at the root of higher risk of violence.

Script

Introduction to Gender-based Violence (GBV): Slide 6

Ask for examples from clients: Knowing this what are some examples you would think of that would count as gender-based violence?

What do you think contributes or supports GBV to exist? E.g., People may not know the laws, people may be afraid to be blamed.

Talking about (GBV): Slide 7

Discuss power and direct and indirect violence – individual and systems

Types of GBV: Slide 8

Gender-based violence comes in many forms.

There may be physical violence, which might include hitting, pushing, etc.

Sexual violence e.g., marital rape, forced marriage, harassment based on sexual orientation or gender-identity. Verbal, emotional and psychological abuse e.g., putting the person down, swearing at them, isolating them from friends and family

Financial violence e.g., withholding money, denying the right to work, taking a paycheck

Spiritual violence e.g., using spirituality or religion to justify the violence. Denying access to spiritual or religious practices, etc.

Cyber violence e.g., using electronic devices and social media to monitor, intimidate, or threaten

Statistics (GBV): Slide 9

Review the statistics. If time, ask the group which ones are new to them.

Who is affected by GBV? Slide 10

Let's be clear - violence crosses all boundaries and impacts all communities universally. Gender-based violence occurs across culture, religion, caste, ethnicity, race, economic status, and class, and is about power and control. Newcomer women may find themselves isolated and/or disconnected from community and social supports, the pressures of adapting to a new culture and environment – possibly even to new employment and to social isolation – may create stresses within the family that lead to gender-based violence.

Pre-migration trauma, asylum experiences or temporary settlement experiences may also leave individuals more vulnerable to gender-based violence. Many newcomers may face economic dependence and language barriers which can also leave them vulnerable to gender-based violence.

Immigrant, refugee, and non-status women face barriers to accessing supports.

GBV impacts individuals, families, and communities



2SLGBTQIA+ Rights in Canada: Slide 11

Many newcomers who identify as 2SLGBTQIA+ (Two-Spirited, Lesbian, Gay, Bisexual, Transgender, Transsexual, Queer and Questioning, Intersex, Asexual and other sexual identities) may experience discrimination based on race, gender and sexual orientation from society, communities as well as their home communities.

Homophobia and transphobia have had a widespread impact on society, and this can contribute to the multiple oppressions faced by newcomers who identify as 2SLGBTQIA+.

It is against the law to fund, pressure, or bring someone to counselling or therapy that is intended to convert them to being straight or not transgender. This is sometimes known as Conversion Therapy (although it is almost never called that).

Transwomen or transmen have the right to access women or men's spaces e.g., A transwoman can access a women's washroom, or women's gym or women's pool.

Being homophobic or transphobic even to your 2SLGBTQIA+ child is considered child abuse.
2SLGBTQIA+ Newcomers are at higher risk of experiencing GBV

Why talk about GBV: Slide 12



Notes to help with the next slide:

- While violence affects people of all genders, ages, religions, cultures, ethnicities, geographic locations, and socio-economic backgrounds, populations more at risk of GBV include women, young women and girls, Indigenous Peoples, LGBTQ2 and gender diverse people, women living in Northern, rural, and remote communities, and women living with disabilities.
- Newcomers to Canada have a lot of strengths and often need to be very resourceful and resilient people. At the same time, newcomer families may be under a lot of stress and strain as they settle in Canada. They may also experience discrimination and inequality, especially if they are part of cultures or racial groups who have historically faced discrimination in Canada. All of these factors – strengths, stresses, and social inequality – can affect how vulnerable a newcomer or their family members might be to experiencing violence¹.

Gender-based violence, is violence perpetrated against someone based on their gender, gender expression, gender identity or perceived gender. GBV is a result of gender inequality and abuse of power. GBV includes but is not limited to sexual violence, domestic violence, trafficking, forced or early marriage, forced prostitution, sexual exploitation and abuse and denial of resources, opportunities and services

Women and girls are more at risk of certain forms of violence.

We know that most people know a survivor: 67% of Canadians know at least one woman who has been physically or sexually assaulted.

TOPIC #2: MYTHS AND MISCONCEPTIONS

This topic includes slides 13-14 and should take 10 minutes.



Notes to help with the next slides:

- GBV exists in Canada and is a serious problem and a violation of human rights. You can share some stats that highlights the problem of GBV in Canada. For example: Every 6 days a woman is killed by her partner in Canada; The majority of GBV incidents are not reported to the police;
- A good resource for identifying statistical information that you could use is the Government of Canada webpage What is Gender-based Violence <https://women-gender-equality.canada.ca/en/gender-based-violence-knowledge-centre/about-gender-based-violence.html>
- For some participants, family matters are considered very private and 'home matters' that others shouldn't have a say in. It will be important to be prepared that there may be questions or critiques in this discussion. Always connecting to the laws of the land we live in is a helpful way to avoid debating cultural differences.
- When it comes to gender roles expectations, some people find empowerment in prescribing to very defined gender roles and expectations. The key is consent and choice. It is if someone doesn't want to conform to those roles and expectations, isn't able to have their own agency or faces backlashes of violence, control, or abuse that it isn't okay. It is NOT okay if someone doesn't want to conform to those and isn't able to have their own agency or faces backlashes of violence, control or abuse e.g., a woman wanting to seek education or work.
- Facilitators should be aware not to re-enforce common stereotypes and relationships similar to talking about other couples or genders' sexual orientations.



Script: Read the realities and add an example or two where possible.

Myths and Misconceptions: Slide 13

1. Gender-based violence doesn't happen in Canada.

REALITY: There are approximately 460,000 incidents of sexual assault each year in Canada.

And 39% of Canadian women have experienced sexual assault at least once since the age of 16. The issue isn't improving either: the rates of gender-based violence have also remained the same since 2004, despite all other kinds of crime decreasing in the last 15 years.

2. Intimate partner violence is a private matter.

REALITY: Gender-based violence happens everywhere and we have a collective responsibility to address it. It happens in workplaces, schools, and other public institutions. Court systems and first responders are not always equipped to respond to GBV which can make victims feel blamed or isolated. Even if some incidents happen behind closed doors, the physical, social, and financial impacts of violence follow victims in public.

Gender-based violence is very much a public issue that works in tandem with racism, poverty, colonialism, homophobia, queer and transphobia, and more. It is pervasive in our society and affects people from all walks of life.

3. Sexual violence is usually perpetrated by a stranger.

REALITY: Most incidents of sexual violence are committed by someone the victim knows.

While the ‘stranger in a dark alley’ might be the most common perception of sexual violence, research shows that someone known to the victim, including friends, dating partners, and spouses, commit 82 percent of sexual assaults. The majority of incidents also occur in private spaces, such as a place of residence.

4. Sexualized violence only happens to women by men.

REALITY: While the majority of sexual violence acts are committed against women by men, people of ALL genders, from all backgrounds have been/can be assaulted.

Myths and Misconceptions: Slide 14

5. Many people lie about being sexually harassed or assaulted.

REALITY: According to Statistics Canada, fewer than one in 10 sexual assault victims report the crime to the police. Approximately 2% of sexual assault reports are false. The number of false reports for sexual violence is very low. Sexual violence carries such a stigma that many people prefer not to report.

6. People cannot be sexually assaulted by their spouses or dating partners.

REALITY: Sexual assault can occur in a married or other intimate partner relationship. People have the right to say no to any form of sex, even in a marriage or dating relationship.

7. Gender-based and intimate partner violence predominately occurs in families with lower socio-economic statuses and in racialized communities.

REALITY: Your race, culture, ethnicity, and/or socio-economic status is not a leading factor in gender-based violence. Gender-based violence affects people of all levels of income, education, racial backgrounds, ethnicities and occupation.

8. People can be “fixed” who are gay, transgender, or lesbian to become straight or to identify with the gender they were assigned at birth (cisgender).

REALITY: Being 2SLGBTQIA+ is not a disease or an illness; it requires no cure. In fact, services that say they can “fix” people are actually very harmful to the health and wellbeing of 2SLGBTQIA+ people.

TOPIC #3: LAWS AGAINST GBV

Topic #3 includes slides 15-21 and should take approximately 15 minutes.



Notes to help with the next few slides:

- A good resource in the event you want to read more about different laws related to GBV is from the Department of Justice (DOJ) <https://www.justice.gc.ca/eng/cj-jp/fv-vf/laws-lois.html> . There is also information if the sponsor is the perpetrator (there is special protection you can apply for) <https://www.canada.ca/en/immigration-refugees-citizenship/services/immigrate-canada/family-sponsorship/fees-permits-victims.html>
- Finally, it is important to understand that the immigration and refugee system in Canada is complicated and every situation is different. If a woman living with abuse is concerned about her status in Canada, she should seek legal advice.

Script:

Rights and Protections: Slide 15

This means that men, women, transgender or non-binary people all have the same and equal rights as individuals and in relationships.

Rights and Protections Slide 16

Mention the convention on the rights of the child and International Law

Intimate Partner Violence and Canadian Law Slide 17

Mention that knowing more about laws in Canada is important so to seek further information through workshops or other organizations.

The *Criminal Code* of Canada prohibits many forms of Intimate Partner Violence (IPV), including:

- physical and sexual assault
- some forms of emotional/psychological abuse and neglect
- financial abuse

Family Violence and Canadian Law Slide 18

There are special supports and activities for elders in Canada if you have a loved one to refer, get some more information about those. Siblings may need support to get along, there are workshops about that too.

Child Abuse: Slide 19

As family violence is a part of gender-based violence we want to highlight what is child protection in [Name of Province]. Child protection laws are the laws that protect children to live free of violence and have the things they need.

- Physically harming a child (e.g. hitting, punching, throwing) shoving, slapping, punching, beating, etc.).
- Emotionally harming a child (e.g., Calling your child names, yelling at them constantly, threatening them or making them feel bad about themselves, etc.).
- Sexually harming a child. Any sexual acts towards a child including any sexual touching
- Neglecting a child. This includes not providing for the child's basic needs (this would include having adequate and healthy meals, bed to sleep, access to medication or doctors, etc).
- Witnessing violence. If a child is seeing violence, even if it is not towards them but maybe the parents are violent to each other this also counts as child abuse.

In [name of province that you are located] if ANYONE suspects or knows a child is being abused they have to call Child Protective Services. This is for any child under 19 years of age. So if you ever have Child protective services visit you someone may have suspected your child may be in need (it doesn't mean they 100% knew or believed it) but it is the law. Teachers, coaches, settlement workers or ANY person living in [name of province] is required by law to report.

Rights in Marriages: Slide 20

Rights in Canada still apply within marriages. This means any form of violence, lack of consent and control could still be considered a crime.

Forced marriage is any pressure, coercion, threat or the belief that no was not an option of two people to get married without their consent. Forced marriage is not the same as arranged marriage, which involves consent.

What is consent Slide 21

Script: review the 5 requirements for consent in an engaging way:

All five of these requirements must be present or there is no consent.

1. Ongoing and reversible (consent can be taken back at any time)
2. Freely given (the person must not be pressured or forced in any way)
3. Specific (consent for one sexual act does not automatically provide consent for other acts)
4. Informed (someone cannot be lied to or deceived into providing consent)
5. Enthusiastic (the person should seem like they really want to participate - not feel like they have to)



Human Rights in Canada Slide 22

This slide is here to point out that regardless of individual values and beliefs people cannot discriminate against others based on law in Canada.

Common Questions: Slide 23

If you are new to Canada, you might be worried you will be forced to leave Canada if you leave your abusive partner. Your partner might threaten to have you deported from Canada if you report their abuse or if you leave them. Deported from Canada means being forced to leave the country.

Your partner does not have the right to have you deported. Only federal immigration authorities can decide to deport someone.

Your risk of being forced to leave Canada depends on your immigration status here.

Canadian citizen: If you are a Canadian citizen, you cannot be forced to leave Canada only because you leave your partner.

Permanent Resident: If you are a permanent resident, you cannot lose that status or be forced to leave Canada only because you leave an abusive relationship.

Other types of immigration status or no status:

If you have temporary status or no status, you should get legal advice about your options. Immigration authorities might not do anything if you leave your partner. But you might be at risk of being forced to leave Canada. You might be able to apply to stay in Canada by applying for permanent resident status on “humanitarian and compassionate” (often called H&C) grounds.

If your sponsor is abusive and you are waiting for permanent resident status, you can apply for a special permit to stay in Canada. It’s called a temporary resident permit (TRP). It will give you legal immigration status in Canada. You can also get this permit for your children if they are in Canada. There is no fee for an initial TRP and depending on your circumstances it may be possible to apply for another at the end of the initial period.

You will not lose rights to your children for reporting abuse or leaving an abusive marriage or relationship. You may be afraid that the other parent will take your child out of the country. Tell a lawyer if you think the other parent or someone else will try and take your children out of the country.

Tell a lawyer if you think the other parent or someone else will try and take your children out of the country.

Activity: Laws and Protections True or False (Slide 24)

Materials needed: Pen/pencil (if over zoom participants will need a piece of paper).

If doing the session face-to-face, you can have people pair and share. If doing the session over zoom, you can let people know they have a couple of minutes to read through the statements on their own before discussing as a group.

Answers to True/False questions on slide:

1. FALSE:

Forced marriages are NOT allowed they are against the law. This includes pressuring someone even if there wasn’t a physical threat if the person felt they could NOT say no. Forced marriages are not the same as arranged marriages. The difference is consent.

2. FALSE:

A partner including husband can’t prevent a wife from leaving the house, or working, etc., for example. Freedom of movement and access to education or work is a right that everyone has.

3. TRUE:

If you are a victim of violence you will NOT be deported this is often a threat people use against you

4. TRUE:

You can’t hit or assault your partner even if you are married it is against the law.

5. FALSE:

Men and women have equal rights in Canada that are protected by law.

TOPIC #4: SIGNS OF VIOLENCE, RESPONSES AND SERVICES

This topic covers slides 25-29 and should take no more than 10 minutes.



Notes to help with the next few slides:

- Research has shown that in most cases of lethal domestic violence in Ontario, a neighbour, friend, or family member knew there was a problem beforehand, but did not know how to help. Immigrant and racialized communities do not always access laws and judicial avenues to address GBV. We are all a resource to address GBV and immigrant and refugee communities benefit from talking and raising awareness of the issues of GBV, not as something more prevalent in immigrant and refugee communities, but because there is the history of fear around talking about it and the consequences for those who do so (fear of deportation, etc.).
- Let participants know that we may never see violence take place, so it is important to know the warning signs of domestic violence. You do not need to see EVERY warning sign in order to be concerned. At the same time, seeing one warning sign does not mean that domestic violence is going on for sure. These are just guidelines.

Remind the participants that gender-based violence is not a private matter – violence affects the whole community and it takes a community to respond to it. There are things they and others in the community can do if they suspect a friend, neighbour or co-worker is experiencing GBV. Some things they can do include:

- Provide support.
- Don't blame the person experiencing violence.
- Listen and validate their experience.
- Let them know about resources that can help them.



Script:

Signs of Violence: Slide 25

- While formal services and supports are critical, research shows that informal networks – including friends and family – can play a pivotal role in preventing gender-based violence.
- Often, a neighbour, friend, or family member knows there is a problem, but do not know how to help. We are all a resource to address GBV and immigrant and refugee communities benefit from talking and raising awareness of the issues of GBV.

What you can do: Slide 26

TOPIC #5: SERVICES IN THE COMMUNITY

Topic #5 includes slides 25,26,27,28,29 and should take approximately 10 minutes.



Notes to help with the next few slides:

- Be mindful that many people who experience violence do not want police involvement for many reasons. Some marginalized groups have a history of having experienced negative, unfair and sometimes harmful treatment at the hands of the police and the criminal justice system, including indigenous communities, racialized people, people with mental health and substance use issues, sex workers, etc. The choice to involve the police should be left to the individual.
- That being said, if someone is in immediate danger because a crime is in progress (if you can see or hear it), then the police should be called.
- If a child is in danger, then the duty to report obligations should be followed (especially as a worker).



Script:

Services in the community: Slide 27

Play the one-minute video.

Available services: Slide 28



Note: You will need to investigate what is available in your own community and fill in slide 19 as appropriate. Below are some suggestions for services in the community.

- 24/7 lines and texting warm lines should be added for accessibility
- Settlement services
- Shelters
- Sexual Assault Support Centres
- Other services women's groups, LGBTQ organizations
- Legal resources
- Counselling
- Doctors

Healthy families and safer communities: Slide 29



Note for this slide:

- In Different communities, accessing counselling supports may be highly stigmatized so to give a small definition of what it is. E.g., "Counselling could be having someone to talk to about the challenges for example you are having in your family. This would be a confidential conversation where you could get support". Emphasize that counseling is confidential unless are you are threatening to harm yourself and/or others or children are involved.

Activity: reflection question for the group. If conducting the session face-to-face, participants can do a pair and share. If conducting over zoom, you can ask participants for their ideas and capture in the chat box.

Check-Out

The check-out is slide 29, 30 and should take 5 minutes.



Notes for the next slide:

- Give participants the opportunity to ask any lingering questions they may have. Allow for a one-minute reflection activity. Ask participants to identify one thing they will take away from today's workshop and one action they can take in their lives to help raise awareness about GBV?
- Having a 1-word "check out" that participants can post in the chat is also recommended (i.e., 1 word to describe how they are feeling about the topic or the workshop).
- Before ending the session and signing off, let participants know you will stay connected for several minutes if anyone would like to connect through the private chat function of zoom.
- If conducting face-to-face, let people know you will stay behind for several minutes if anyone would like to discuss any lingering issues.



Script:

We talked about self-care at the beginning of the session. What is one thing you are going to do after today to support yourself?

In one word describe something you learned or are taking away from today.