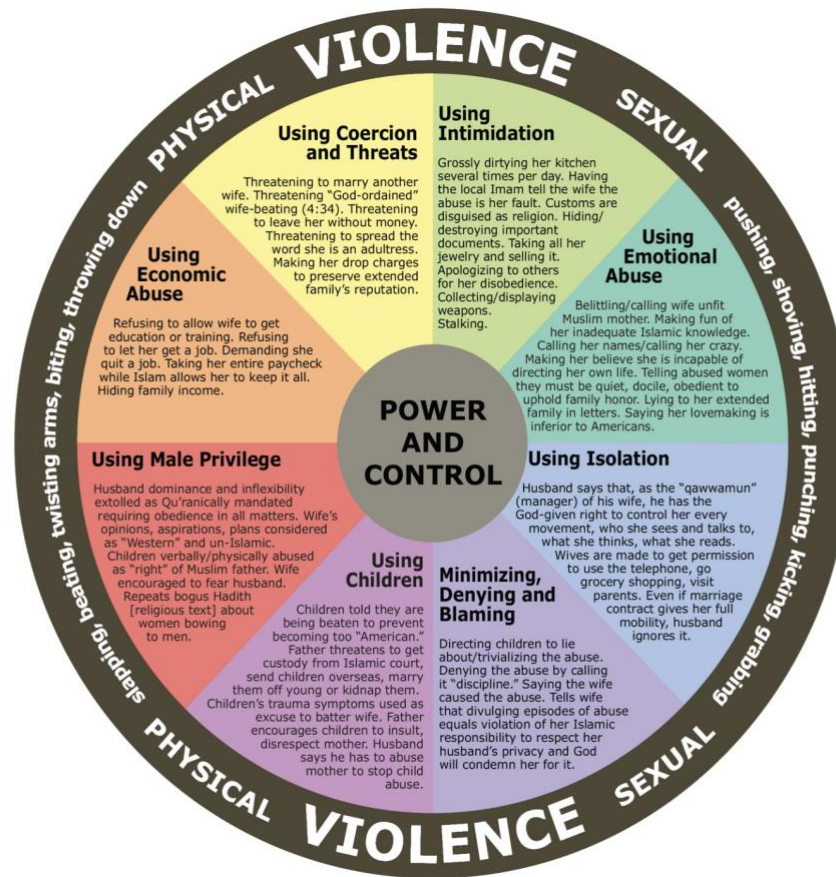# Empower Change Hub

Training Manual

Contents

Training Manual: Effective Strategies for Preventing Gender-Based Violence in Communities.

Welcome to the Empower Change Hub training manual. It is a user-friendly online training manual created to offer service providers and community leaders practical and effective approaches to the prevention of violence. This is a handbook that reprints and is drawn from an edited selection of toolkits available on our website to provide users with access to versatile training modules that have been customized to meet a number of diverse needs and objectives.

Welcome to the Empower Change Hub Training Manual, a comprehensive resource designed to equip service providers and community leaders with effective tools and strategies for preventing violence. This manual draws from a selection of toolkits available on our website, providing users with tailored training manual to meet diverse needs and objectives.

 One of the cornerstone training modules featured in this manual is the "Wheel of Violence." This module can be utilized in its entirety for a comprehensive understanding of violence prevention strategies or dissected into individual sections, each focusing on specific tools to combat different facets of violence. For instance, participants can engage in targeted training on "Using Coercion & Threats," or explore the "8 Elements of the Wheel of Violence" as a unified framework. This flexible approach allows trainers to customize their sessions to address the unique challenges and learning goals of their audience. In addition to the Wheel of Violence, the manual includes other vital training modules such as "The Father's Impact," which focuses on engaging men and boys in violence prevention. This module underscores the crucial role that male figures play in shaping attitudes and behaviors towards violence, offering strategies for positive involvement and influence. Provided by Empower Change Hub, this training manual serves as a valuable asset for service providers and community leaders dedicated to fostering safer, more resilient communities. Through these training modules, participants will gain the knowledge and skills necessary to effectively confront and prevent violence, empowering them to make lasting change in their communities.

Power and Control

For Whom	These manuals are crafted for facilitators and service providers leading group sessions centred around the discussion of gender-based violence (GBV) and its alternative practices. These sessions delve into strategies aimed at facilitating the shift from GBV behaviours to non-GBV behaviours.
How it Could be Used	This session is tailored to guide participants in exploring methods to transition towards non-gender-based violence (non-GBV) practices. The objective is to facilitate discussions and activities aimed at promoting awareness and implementing strategies to eradicate GBV within familial dynamics.
Objectives	Provide service providers with the knowledge and tools necessary to raise awareness and implement effective strategies for eradicating gender-based violence within familial dynamics. • Increase awareness among participants about the prevalence and impact of gender-based violence (GBV) within familial dynamics. • Identify and analyze the root causes and manifestations of GBV within family units. • Equip participants with practical strategies and tools to recognize and address GBV behaviours. • Foster a supportive environment for open dialogue and discussion on GBV-related topics. • Empower participants to take proactive steps towards creating a culture of non-violence and respect within families. • Encourage participants to become advocates for GBV prevention and intervention within their communities.
When it Could be Used	This session is ideally conducted over two and a half hours but can be adapted to fit shorter timeframes as needed. It serves as a valuable component within a series of sessions dedicated to addressing gender-based violence (GBV).
Materials Needed	o Presentation slides (PowerPoint slides, videos, images) o Computer or laptop with a reliable internet connection (for online sessions) o Projector or screen (for in-person sessions) o Audio equipment (speakers, microphones) for larger groups -in-person sessions o Whiteboard or flip chart and markers (for in-person sessions) o Handouts or worksheets for participants (digital or printed) o Pen and paper for notetaking (both online and in-person) o Virtual meeting platform (Zoom, Microsoft Teams, Google Meet) for online sessions o Any additional resources or materials are specific to the session topic (articles, case studies, research findings).

Addressing Intimidation

Definition of Intimidation	is a form of psychological or emotional gender-based violence (GBV). It involves exerting control, dominance, or power over another person through threats, fear, or coercion, without necessarily resorting to physical violence. An Optional short video about Intimidation.
Forms of Intimidation	- Verbal threats and abuse. - Physical intimidation or violence. - Stalking or surveillance. - Emotional manipulation and coercion. - Economic control or exploitation. - Cyberbullying or online harassment. - Threats against loved ones or pets. - Social isolation or exclusion. - Damage to property or pets as a means of control. - Threatening gestures or postures. - Coercive control tactics. - Psychological intimidation tactics, such as gaslighting or undermining self-esteem.
Strategies to Address Intimidation in Communities	- Recognizing intimidation as a form of gender-based violence (GBV). - Community-wide education on recognizing and addressing intimidation. - Educating communities about the impact and consequences of intimidation. - Establishment of safe reporting mechanisms. - Empowerment of victims to seek support. - Training on conflict resolution and communication skills. - Fostering a culture of respect and equality. - Providing training on assertiveness and boundary setting. - Implementation of interventions to hold perpetrators accountable.
Strategies to Address Intimidation within Family Units	Promote Open Communication: Encourage open and honest communication within the family, where all members feel safe to express their thoughts, feelings, and concerns without fear of retaliation or intimidation.

	▪ Establish Boundaries: Teach family members about the importance of setting and respecting boundaries. Empower individuals to assert their boundaries and to recognize when those boundaries are being crossed. ▪ Education and Awareness: Provide education and awareness programs within the family about the signs and effects of intimidation. Help family members understand what constitutes intimidation and its impact on relationships. ▪ Conflict Resolution Skills: Teach effective conflict resolution skills to family members, including techniques for de-escalating tense situations and resolving conflicts peacefully and respectfully. ▪ Support Services: Ensure access to support services for family members who are experiencing or witnessing intimidation. This may include counselling, therapy, helplines, or support groups. ▪ Empowerment Programs: Offer empowerment programs for victims of intimidation within the family, focusing on building self-esteem, confidence, and assertiveness skills. ▪ Create Safe Spaces: Establish safe spaces within the home where family members can retreat if they feel threatened or intimidated. Encourage the use of these spaces to de-escalate situations and seek support if needed. ▪ Lead by Example: Parents and caregivers should model respectful and non-intimidating behaviour towards each other and their children. Children learn by example, so demonstrating healthy communication and conflict-resolution skills is essential. ▪ Intervention Protocols: Develop clear protocols for intervening in situations of intimidation within the family. Ensure that all family members know how to recognize signs of intimidation and how to respond appropriately. ▪ Seek Professional Help: If intimidation within the family persists or escalates, seek assistance from a qualified professional, such as a counsellor, therapist, or family mediator. Professional intervention can help address underlying issues and facilitate positive change within the family dynamic.
Criminal Code	https://laws-lois.justice.gc.ca/eng/acts/c-46/section-423.html 423 (1) Everyone is guilty of an indictable offence and liable to imprisonment for a term of not more than five years or is guilty of an offence punishable on summary conviction who, wrongfully and without lawful authority, for the purpose of compelling another person to abstain from doing anything that he or she has a lawful right to do, or to do anything that he or she has a lawful right to abstain from doing, (a) uses violence or threats of violence to that person or their intimate partner or children or injures the person's property. (b) intimidates or attempts to intimidate that person or a relative of that person by threats that, in Canada or elsewhere, violence or other injury will be done to, or punishment inflicted on him or her or a relative of his or hers, or that the property of any of them will be damaged. (c) persistently follows that person. (d) hides any tools, clothes or other property owned or used by that person or deprives him or her of them or hinders him or her in the use of them. (e) with one or more other persons, follows that person, in a disorderly manner, on a highway. (f) besets or watches the place where that person resides, works, carries on business, or happens to be; or (g) blocks or obstructs a highway.
Session Structure	Part 1 – Understanding Intimidation ▪ Start with an icebreaker to create a comfortable atmosphere. ▪ Introduce the concept of intimidation and its various forms.

- Encourage participants to reflect on personal experiences or observations related to intimidation.
- Facilitate a discussion on the impact of intimidation on individuals and communities.

Part 2 – Recognizing Intimidation

- Present scenarios depicting different forms of intimidation.
- Discuss the signs and indicators of intimidation.
- Explore the psychological and emotional effects of intimidation on victims.
- Engage participants in activities to enhance their ability to recognize and respond to intimidation.

Part 3 – Addressing Intimidation
- Introduce strategies for addressing intimidation in communities.
- Discuss the importance of community-wide education and awareness.
- Explore methods for establishing safe reporting mechanisms.
- Share resources and support services available for victims of intimidation.

Part 4 – Building Resilience
- Guide building resilience against intimidation.
- Discuss coping strategies and self-care practices for individuals facing intimidation.
- Empower participants to advocate for change and support victims of intimidation.
- Conclude with a summary of key takeaways and encourage participants to apply their knowledge in their communities.

Addressing Emotional Abuse

Definition of Emotional Abuse	Emotional abuse includes non-physical behaviours that are meant to control, isolate, or frighten you. This may present in romantic relationships as threats, insults, constant monitoring, excessive jealousy, manipulation, humiliation, intimidation, and dismissiveness, among others. Sometimes emotional abuse is more obvious, like a partner yelling at you or calling you names. Other times it can be more subtle, like your partner acting jealous of your friends or not wanting you to hang out with someone of another gender. While these emotionally abusive behaviours do not leave physical marks, they do hurt, disempower, and traumatize the partner who is experiencing the abuse. An optional short video about Emotional Abuse.
Forms of I Emotional Abuse	▪ Verbal Attacks: Includes insults, derogatory remarks, and name-calling intended to degrade or humiliate the victim. ▪ Gaslighting: Manipulative tactics aimed at making the victim doubt their perceptions, memories, and sanity. ▪ Blame-Shifting: The abuser consistently shifts responsibility for their actions onto the victim, making them feel guilty or at fault. ▪ Isolation: The abuser controls the victim's social interactions, isolating them from friends, family, and support networks. ▪ Threats: Using intimidation or coercion to instill fear in the victim, often threatening violence or harm to themselves, the victim, or loved ones. ▪ Control: Exerting control over various aspects of the victim's life, including finances, decision-making, and daily activities. ▪ Withholding Affection: Denying the victim love, affection, or emotional support as a form of punishment or manipulation. ▪ Humiliation: Publicly embarrassing or ridiculing the victim to undermine their self-esteem and sense of worth. ▪ Intimidation: Using threats, gestures, or actions to instill fear and compliance in the victim, often to maintain power and control. ▪ Neglect: Ignoring the victim's emotional needs, such as withholding attention, care, or empathy, leads to feelings of neglect and abandonment.
Strategies to Address Emotional Abuse in Communities	▪ Education and Awareness: Conduct community-wide education campaigns to raise awareness about the signs, effects, and consequences of emotional abuse. ▪ Training and Capacity Building: Provide training sessions and workshops for community members, service providers, and leaders on recognizing and responding to emotional abuse. ▪ Support Services: Establish accessible support services, including counselling, hotlines, and shelters, for individuals experiencing emotional abuse. ▪ Empowerment Programs: Offer empowerment programs aimed at building self-esteem, assertiveness, and resilience among potential victims of emotional abuse. ▪ Legal Support: Ensure access to legal support and advocacy services for victims of emotional abuse, including information on protective orders and legal recourse. ▪ Community Engagement: Foster community involvement and collaboration to address emotional abuse collectively, including organizing community forums and discussion groups. ▪ Early Intervention Programs: Develop early intervention programs targeting at-risk individuals and families to prevent emotional abuse before it escalates. ▪ Cultural Sensitivity: Tailor interventions to respect cultural norms and values while challenging harmful practices that perpetuate emotional abuse. ▪ Collaboration with Stakeholders: Partner with relevant stakeholders, such as law enforcement agencies, healthcare providers, and schools, to create a coordinated response to emotional abuse.

	▪ Policy and Legislation: Advocate for policies and legislation that prioritize the prevention and intervention of emotional abuse, ensuring adequate protection and support for survivors.
Strategies to Address Emotional Abuse within Family Units	▪ Education and Awareness: Conduct community-wide education campaigns to raise awareness about the signs, effects, and consequences of emotional abuse. ▪ Training and Capacity Building: Provide training sessions and workshops for community members, service providers, and leaders on recognizing and responding to emotional abuse. ▪ Support Services: Establish accessible support services, including counselling, hotlines, and shelters, for individuals experiencing emotional abuse. ▪ Empowerment Programs: Offer empowerment programs aimed at building self-esteem, assertiveness, and resilience among potential victims of emotional abuse. ▪ Legal Support: Ensure access to legal support and advocacy services for victims of emotional abuse, including information on protective orders and legal recourse. ▪ Community Engagement: Foster community involvement and collaboration to address emotional abuse collectively, including organizing community forums and discussion groups. ▪ Early Intervention Programs: Develop early intervention programs targeting at-risk individuals and families to prevent emotional abuse before it escalates. ▪ Cultural Sensitivity: Tailor interventions to respect cultural norms and values while challenging harmful practices that perpetuate emotional abuse. ▪ Collaboration with Stakeholders: Partner with relevant stakeholders, such as law enforcement agencies, healthcare providers, and schools, to create a coordinated response to emotional abuse. ▪ Policy and Legislation: Advocate for policies and legislation that prioritize the prevention and intervention of emotional abuse, ensuring adequate protection and support for survivors.
Criminal Code	Federal legislation addressing family violence in Canada. While there is no specific offence of family violence in the Criminal Code, most acts of family violence are crimes in Canada. Relevant criminal offences could include: Offences related to the use of physical and sexual violence such as: assault (causing bodily harm, with a weapon and aggravated assault) (ss. 265-268) kidnapping & forcible confinement (s. 279) trafficking in persons (ss. 279.01) abduction of a young person (ss. 280-283) homicide - murder, attempted murder, infanticide, and manslaughter (ss. 229-231 and 235) sexual assault (causing bodily harm, with a weapon and aggravated sexual assault) (ss. 271-273) sexual offences against children and youth (ss. 151, 152, 153, 155 and 170-172) child pornography (s. 163.1) Offences related to the administration of justice such as: disobeying order of court (s. 127) failure to comply with condition of undertaking (s.145(3)), failure to comply with probation order (s. 733.1) breach of recognizance (peace bond) (s. 811)

	Offences related to some forms of psychological or emotional abuse within the family that involve using words or actions to control, isolate, intimidate or dehumanize someone such as: criminal harassment (sometimes called "stalking") (s. 264) uttering threats (s. 264.1) making indecent and harassing phone calls (s. 372) trespassing at night (s. 177) mischief (s. 430) Offences related to neglect within the family such as: failure to provide necessaries of life (s. 215) abandoning child (ss. 218) criminal negligence (including negligence causing bodily harm and death) (ss. 219-221) Offences related to financial abuse within the family such as: theft (ss. 322, 328-330, 334) theft by person holding power of attorney (s. 331) misappropriation of money held under direction (s. 332) theft of, forgery of credit card (s. 342) extortion (s. 346) forgery (s. 366) fraud (s.380(1)) https://www.justice.gc.ca/eng/cj-jp/fv-vf/laws-lois.html
Session Structure	Part 1 – Understanding Emotional Abuse ▪ Icebreaker: Begin with an icebreaker activity to establish a comfortable environment. ▪ Introduction to Emotional Abuse: Provide an overview of emotional abuse, its definition, and its impact on individuals and communities. ▪ Sharing Personal Experiences: Encourage participants to share personal experiences or observations related to emotional abuse, fostering open discussion and reflection. Part 2 – Recognizing Signs and Effects ▪ Identifying Emotional Abuse: Discuss common signs and manifestations of emotional abuse, including verbal attacks, gaslighting, isolation, and control. ▪ Impact on Victims: Explore the emotional, psychological, and social effects of emotional abuse on victims, emphasizing the importance of early intervention and support. Part 3 – Prevention and Intervention Strategies ▪ Community Education: Educate participants on the importance of community-wide education and awareness campaigns to prevent emotional abuse. ▪ Support Services: Discuss the need for accessible support services, such as counselling and hotlines, for individuals experiencing emotional abuse. ▪ Empowerment Programs: Explore empowerment programs aimed at building resilience and assertiveness among potential victims of emotional abuse.

- Legal Support: Provide information on legal support and advocacy services available to victims, including protective orders and legal recourse.

Part 4 – Collaborative Action
- Community Engagement: Facilitate discussions on fostering community involvement and collaboration to address emotional abuse collectively.
- Early Intervention: Highlight the significance of early intervention programs targeting at-risk individuals and families to prevent emotional abuse before it escalates.
- Cultural Sensitivity: Emphasize the importance of culturally sensitive interventions that respect diverse norms and values while challenging harmful practices.
- Collaboration with Stakeholders: Discuss the role of partnerships with relevant stakeholders, such as law enforcement agencies and healthcare providers, in creating a coordinated response to emotional abuse.

Part 5 – Policy and Legislation
- Overview of Legislation: Provide an overview of federal legislation addressing family violence in Canada, including relevant criminal offences related to emotional abuse.
- Advocacy and Reform: Discuss advocacy efforts aimed at advancing policies and legislation that prioritize the prevention and intervention of emotional abuse, ensuring adequate protection and support for survivors.

Addressing Isolation

Definition of Isolation	Isolation as a form of violence, particularly within the context of intimate partner relationships or familial dynamics, refers to the deliberate act of restricting an individual's social interactions, communication, and access to support networks. It involves the perpetrator exerting control over the victim by isolating them from friends, family, and other sources of external support. Isolation can take various forms, including physical confinement, monitoring, and controlling communication channels (such as phone or internet access), restricting access to transportation or resources, and preventing the victim from participating in social activities or maintaining relationships outside of the abusive relationship. This form of violence can have severe psychological, emotional, and social consequences for the victim, leading to increased dependency on the perpetrator, feelings of loneliness and helplessness, and difficulty seeking assistance or escaping the abusive situation. An optional short video about Isolation.
Forms of Isolation	• Physical Isolation: Preventing the individual from interacting with others, such as restricting their access to friends, family, or community support networks, or confining them to a specific area or room. • Emotional Isolation: Undermining the individual's self-esteem and confidence, making them feel alone, worthless, or dependent solely on the abuser for emotional support. • Social Isolation: Controlling the individual's social interactions and activities, such as monitoring their communications, forbidding them from attending social events, or manipulating relationships to isolate them from supportive networks. • Financial Isolation: Controlling the individual's access to financial resources, such as restricting their ability to work, access bank accounts, or make financial decisions independently. • Technological Isolation: Monitoring or controlling the individual's use of technology, such as limiting their access to phones, computers, or social media platforms, or using technology to track their movements or communications. • Geographical Isolation: Physically relocating the individual to a remote or unfamiliar location, cutting them off from familiar surroundings, resources, or support systems.
Strategies to Address Isolation in Communities	• Community Outreach Programs: Establish outreach programs to identify and support individuals who may be isolated or at risk of isolation due to various factors such as age, disability, or socioeconomic status. These programs can provide social connections, resources, and support services to help individuals integrate into the community. • Social Support Networks: Foster the development of social support networks within communities, including community centers, clubs, and organizations that provide opportunities for social interaction and connection. Encourage participation in group activities and events to combat social isolation and promote a sense of belonging. • Education and Awareness Campaigns: Launch public education campaigns to raise awareness about the signs and consequences of isolation and to reduce stigma surrounding seeking help. Provide information about available resources and support services for individuals experiencing isolation. • Community Engagement Initiatives: Engage community members in initiatives that promote inclusivity, diversity, and social cohesion. Encourage participation in community events, volunteer opportunities, and neighborhood activities to strengthen social connections and reduce isolation.

	■ Technology and Innovation: Utilize technology and innovative solutions to facilitate social connections and combat isolation, especially among vulnerable populations. This can include virtual support groups, online forums, and telecommunication services that enable remote interaction and communication. ■ Peer Support Programs: Implement peer support programs where individuals with shared experiences can connect, share resources, and provide mutual support. Peer support groups can help reduce feelings of loneliness and isolation by fostering a sense of community and understanding. ■ Community Spaces and Infrastructure: Invest in the development of community spaces and infrastructure that promote social interaction and connectivity. This can include public parks, community centers, libraries, and recreational facilities that serve as hubs for community engagement and socialization. ■ Cultural and Recreational Activities: Organize cultural events, recreational activities, and social gatherings that appeal to diverse interests and demographics within the community. These activities provide opportunities for people to come together, build relationships, and combat isolation. ■ Collaboration with Stakeholders: Collaborate with local organizations, government agencies, healthcare providers, and community leaders to develop comprehensive strategies for addressing isolation. By working together, stakeholders can leverage resources and expertise to support individuals and strengthen community connections. ■ Empowerment and Resilience Building: Provide education, skills training, and empowerment programs that equip individuals with the tools and resources they need to build resilience, cope with challenges, and navigate social relationships. Empowered individuals are better equipped to overcome isolation and engage meaningfully in their communities.
Strategies to Address Isolation within Family Units	■ Open Communication: Encourage open and honest communication within the family to foster connections and understanding. Create a safe and supportive environment where family members feel comfortable expressing their thoughts, feelings, and concerns. ■ Quality Time Together: Prioritize spending quality time together as a family by engaging in shared activities, meals, and conversations. Allocate dedicated time each day or week for family bonding to strengthen relationships and reduce feelings of isolation. ■ Supportive Relationships: Cultivate supportive relationships within the family by showing empathy, respect, and compassion towards each other. Offer encouragement, validation, and emotional support to family members during challenging times. ■ Shared Responsibilities: Promote a sense of belonging and inclusion by involving family members in decision-making and household responsibilities. Assign tasks and roles that reflect each person's strengths and interests, fostering a sense of contribution and teamwork. ■ Regular Check-Ins: Conduct regular check-ins with family members to assess their well-being and address any concerns or issues they may be facing. Create opportunities for one-on-one conversations to deepen connections and provide individualized support. ■ Encourage Social Connections: Encourage family members to maintain social connections outside the family unit, such as with friends, extended family, or community groups. Support participation in social activities and events that promote socialization and reduce isolation. ■ Create Family Traditions: Establish family traditions and rituals that promote togetherness and create lasting memories. Whether it's celebrating holidays, birthdays, or special occasions, these traditions provide opportunities for bonding and connection. ■ Seek Professional Support: If isolation within the family is persistent or severe, seek professional support from counselors, therapists, or family mediators. Professional intervention can help address underlying issues, improve communication, and strengthen family dynamics. ■ Promote Individual Autonomy: Balance family togetherness with respect for individual autonomy and independence. Encourage family members to pursue their interests, hobbies, and personal goals while maintaining a sense of connection and support within the family unit. ■ Flexibility and Adaptability: Be flexible and adaptable in response to changing family dynamics and circumstances. Adjust routines, expectations, and roles as needed to accommodate the evolving needs of family members and promote harmony within the family unit.

Criminal Code	Criminal Harassment (Stalking) - Section 264: This section prohibits repeated conduct that causes a person to reasonably fear for their safety or the safety of someone known to them. It can include following, communicating with, watching, or besetting the individual or their family members. Uttering Threats - Section 264.1: This section prohibits the act of threatening to cause death or bodily harm to an individual, their spouse, or common-law partner. Mischief - Section 430: This section prohibits the willful interference with the lawful use, enjoyment, or operation of property. It can include actions such as damaging or destroying property to isolate the victim.
Session Structure	Part 1 – Understanding Isolation ▪ Begin with an icebreaker activity to create a comfortable atmosphere. ▪ Introduce the topic of isolation within family units and its impact. ▪ Discuss the various forms of isolation, including physical, emotional, social, financial, technological, and geographical. Part 2 – Group Discussion on Family Dynamics ▪ Facilitate a discussion on family dynamics and how isolation may manifest within families. ▪ Encourage participants to share personal experiences or observations of isolation within their own families. ▪ Explore the root causes and consequences of isolation within family units. Part 3 – Strategies to Address Isolation ▪ Brainstorm strategies and interventions to address isolation within family units. ▪ Discuss the importance of open communication, supportive relationships, and shared responsibilities within families. ▪ Explore ways to promote social connections, create family traditions, and encourage individual autonomy while maintaining family cohesion. Part 4 – Application and Reflection ▪ Engage participants in activities or role-plays to practice implementing strategies to address isolation within their own families. ▪ Reflect on the session discussions and insights gained. ▪ Encourage participants to develop action plans for fostering connectedness and resilience within their families.

Addressing Denying and Blaming

Definition of Minimizing, Denying and Blaming	Minimizing, denying, and blaming (MDB) are psychological defence mechanisms commonly used by individuals to avoid taking responsibility for their actions, feelings, or the consequences of their behaviour. Here's a breakdown of each component: ▪ Minimizing: Minimizing involves downplaying the significance or impact of one's actions or the experiences of others. It often involves trivializing or dismissing the seriousness of a situation, minimizing the emotions or concerns of others, or reducing the importance of an event or behaviour. ▪ Denying: Denying involves refusing to acknowledge or accept reality, facts, or personal responsibility for one's behaviour. It may manifest as outright denial of wrongdoing, rejecting evidence or feedback that contradicts one's beliefs or actions, or refusing to acknowledge the impact of one's behaviour on others. ▪ Blaming: Blaming involves attributing responsibility or fault for a problem, conflict, or negative outcome to someone else or external factors, rather than accepting accountability oneself. It often involves shifting blame onto others, making excuses, deflecting criticism, or rationalizing one's behaviour to avoid facing consequences. An optional short video about Minimizing, Denying and Blaming.
Forms of Minimizing, Denying and Blaming	**Minimizing:** ▪ Downplaying: Making light of the seriousness or impact of one's behaviour. For example, saying, "It's not a big deal" or "You're overreacting." ▪ Trivializing: Belittling the significance of someone's feelings or experiences. For instance, saying, "You're being too sensitive" or "It's not as bad as you're making it out to be." ▪ Rationalizing: Providing excuses or justifications to make unacceptable behaviour seem reasonable. This might involve saying, "I had a rough day at work" or "I didn't mean it like that." ▪ Comparing: Suggesting that others have it worse or that their experiences are not as bad. This can involve statements like, "You think that's bad? Let me tell you about my day." **Denying:** ▪ Flat Denial: Completely rejecting the occurrence of an event or the truth of a statement. This might involve saying, "I never said that" or "That never happened." ▪ Selective Memory: Claiming not to remember certain events or details, especially those that reflect poorly on oneself. For example, saying, "I don't recall saying that" or "I must have forgotten." ▪ Deflection: Redirecting attention away from one's actions by focusing on something else. This can involve saying, "Let's not talk about that right now" or "What about when you did...?" ▪ Blaming Others: Shifting responsibility onto someone else or external factors. This might involve saying, "It's your fault for..." or "If it weren't for..." **Blaming:** ▪ Projection: Accusing others of behaviours or motives that one is guilty of. For example, saying, "You're the one who's always controlling" when the accuser is the controlling one. ▪ Victim-Blaming: Holding the victim responsible for their mistreatment. This might involve saying, "You provoked me" or "You made me do it." ▪ Justifying: Providing reasons or excuses for one's behaviour, even if it's harmful or inappropriate. For instance, saying, "I had no choice" or "I did it for your good."

	▪ Shaming: Using guilt or embarrassment to make others feel bad for questioning or confronting the person's behaviour. This can involve saying, "You should be ashamed of yourself" or "How could you say that?
Strategies to Address Minimizing, Denying and Blaming in Communities	▪ Education and Awareness Campaigns: Launch community-wide campaigns to educate people about MDB tactics, their impact, and how to recognize them. Use various channels such as social media, workshops, and public events to disseminate information. ▪ Promote Open Dialogue: Create safe spaces for open and honest conversations where community members can discuss issues related to MDB without fear of judgment or retaliation. Encourage active listening and respectful communication. ▪ Training and Capacity Building: Provide training sessions and workshops for community members, leaders, and service providers on recognizing and addressing MDB behaviors. Equip them with skills and tools to intervene effectively and support those affected. ▪ Peer Support Groups: Establish peer support groups where individuals who have experienced or witnessed MDB can come together to share their experiences, provide mutual support, and offer practical advice on coping strategies. ▪ Community Mediation Programs: Implement mediation programs that facilitate constructive dialogue and resolution of conflicts within the community. Trained mediators can help parties communicate effectively, find common ground, and address underlying issues. ▪ Cultural Sensitivity: Tailor interventions to respect cultural norms and values while addressing MDB behaviours. Recognize that attitudes and beliefs about accountability and responsibility may vary across different cultural groups. ▪ Empowerment and Resilience Building: Offer empowerment programs aimed at building resilience, assertiveness, and self-confidence among community members. Empowered individuals are better equipped to challenge MDB and assert their rights. ▪ Promote Accountability: Hold individuals and institutions accountable for their actions and responses to MDB. Advocate for policies and practices that prioritize accountability, transparency, and justice within the community. ▪ Community Engagement Initiatives: Engage community members in initiatives that promote inclusivity, diversity, and social cohesion. Encourage participation in community projects, events, and decision-making processes to foster a sense of ownership and belonging. ▪ Collaboration with Stakeholders: Partner with relevant stakeholders such as government agencies, non-profit organizations, educational institutions, and faith-based groups to develop comprehensive strategies for addressing MDB. Pool resources, expertise, and networks to maximize impact.
Strategies to Address Minimizing, Denying and Blaming within Family Units	▪ Family Therapy: Engage in family therapy sessions facilitated by trained therapists or counsellors. These sessions provide a safe and structured environment for family members to explore MDB dynamics, express their feelings, and work towards resolution. ▪ Communication Skills Training: Provide education and training on effective communication techniques for family members. Teach active listening, assertiveness, and empathy to improve understanding and reduce conflicts related to MDB. ▪ Establish Boundaries: Encourage the establishment of clear and healthy boundaries within the family. Define acceptable behaviors and consequences for MDB and ensure that all family members understand and respect these boundaries. ▪ Promote Accountability: Foster a culture of accountability within the family by holding each member responsible for their actions and words. Encourage honest self-reflection and ownership of mistakes and provide support for those willing to change harmful behaviours.

	▪ Create a Supportive Environment: Cultivate a supportive and nurturing family environment where all members feel valued, respected, and heard. Encourage open dialogue, validation of feelings, and mutual support to counteract MDB dynamics. ▪ Role Modeling: Lead by example as parents or caregivers by demonstrating healthy communication, conflict resolution, and accountability. Model constructive behaviours and attitudes towards addressing MDB and encourage family members to follow suit. ▪ Individual Counseling: Offer individual counselling or therapy for family members who may be struggling with issues related to MDB. Provide a safe space for individuals to explore their experiences, build resilience, and develop coping strategies. ▪ Family Meetings: Hold regular family meetings to discuss concerns, resolve conflicts, and address issues related to MDB. Encourage participation from all family members and establish ground rules for respectful communication and problem-solving. ▪ Education and Awareness: Educate family members about the impact of MDB on relationships, mental health, and overall well-being. Raise awareness about healthy relationship dynamics, boundaries, and the importance of mutual respect. ▪ Seek External Support: Seek support from external resources such as family therapists, support groups, or community organizations specializing in family dynamics and MDB. Utilize these resources to gain additional insights, guidance, and support.
Criminal Code	There isn't a specific criminal code section in Canada that explicitly addresses the acts of minimizing, denying, and blaming (MDB) as individual offences. However, certain behaviours related to MDB may fall under existing criminal offences or could be considered as factors in legal proceedings, particularly in cases involving domestic violence, harassment, or manipulation. For example, behaviours associated with minimizing, denying, and blaming could be relevant in cases of: **Domestic Violence:** In cases of domestic abuse, minimizing the severity of the abuse, denying the occurrence of abusive incidents, or blaming the victim for provoking the abuse could be factors considered in legal proceedings related to assault, harassment, or other relevant criminal offences. **Harassment:** Persistent behaviours aimed at minimizing, denying, or blaming a victim of harassment may contribute to establishing a pattern of harmful conduct and could be considered as aggravating factors in harassment-related charges. **Intimidation:** Using tactics of minimizing, denying, or blaming to intimidate or manipulate others could potentially constitute elements of criminal intimidation under the Canadian Criminal Code, particularly if such behaviour involves threats, coercion, or other forms of psychological harm.
Session Structure	Part 1 – Understanding Minimizing, Denying, and Blaming (MDB) ▪ Icebreaker: Start with an icebreaker activity to create a comfortable atmosphere and encourage participation. ▪ Object Sharing: Ask participants to bring an object that represents a time when they experienced or witnessed MDB behaviour. ▪ Reflection: Share statements about MDB and ask participants to reflect on how these behaviours manifest in their lives or communities. ▪ Pair Sharing: Divide participants into pairs and ask them to discuss their reflections on MDB based on the statements provided. Part 2 – Group Discussion on MDB ▪ Positive and Negative Aspects: Lead a discussion on the positive and negative aspects of MDB behaviors, encouraging participants to share their insights.

- Impact of Traditional Gender Roles: Explore how traditional gender roles influence the occurrence and perception of MDB, particularly in familial and intimate partner relationships.
- Brainstorming Solutions: Brainstorm strategies to combat MDB within communities, considering the unique challenges and opportunities present.

Part 3 – Application of Strategies within Family Units

- Fishbowl Discussion: Divide participants into smaller groups, with some focusing on mothers and others on fathers. Facilitate separate discussions on how MDB affects family dynamics, using the objects shared earlier as points of reference.
- Reflective Dialogue: Bring the groups together for a reflective dialogue on the commonalities and differences in how MDB is experienced and addressed within family units.

Part 4 – Closure and Action Planning

- Summary: Provide a summary of the key insights and strategies discussed throughout the session.
- Encourage Action: Encourage participants to apply the strategies discussed within their own families and communities.
- Follow-up: Offer resources and support for ongoing learning and action, such as referrals to counselling services or community organizations addressing MDB.

Addressing using Children

Definition of Using Children	Using children as a form of gender-based violence (GBV) involves exploiting minors within the context of intimate partner relationships or familial dynamics to exert control, induce fear, or manipulate the victim. [An optional short video about Using Children.](#)
Forms of Using Children	▪ Emotional Manipulation: Perpetrators may use children to emotionally manipulate the victim by threatening to harm or remove them, instilling fear, and anxiety in the victim. ▪ Custody Threats: Threatening to take away custody or visitation rights as a means of coercion or control over the victim's behaviour or decisions. ▪ Parental Alienation: Intentionally undermining the victim's relationship with the children by turning them against the victim, spreading false information, or portraying the victim in a negative light. ▪ Using Children as Messengers: Enlisting children to relay messages or communicate with the victim on behalf of the perpetrator, often to intimidate, harass, or exert control. ▪ Financial Exploitation: Using children as a bargaining chip for financial gain, such as withholding child support payments or using financial resources to manipulate the victim's behaviour. ▪ Isolation: Using children to isolate the victim from their support networks or family members, limits their ability to seek help or escape the abusive situation. ▪ Physical Threats or Harm: Threatening to harm or endanger the children as a means of exerting control over the victim's actions or compliance with the perpetrator's demands. ▪ Using Children as Spies: Encouraging children to spy on the victim or report back to the perpetrator about the victim's activities or interactions. ▪ Exploiting Parental Responsibilities: Exploiting the victim's parental responsibilities by imposing unrealistic expectations, undermining parenting decisions, or using the children to exert power and control. ▪ Gaslighting: Manipulating children's perceptions of reality or their understanding of the abuse, often by denying or minimizing the abuse or portraying it as normal behaviour. ▪
Strategies to Address of Using Children in Communities	▪ Community Education and Awareness: Launch community-wide education campaigns to raise awareness about the dynamics of using children in abusive relationships. Provide information about the signs, impact, and consequences of this behavior to empower community members to recognize and respond effectively. ▪ Training for Professionals: Provide training sessions and workshops for professionals who work with children and families, including educators, healthcare providers, social workers, and law enforcement personnel. Equip them with the knowledge and skills to identify signs of child exploitation within abusive relationships and respond appropriately. ▪ Legal Protections and Advocacy: Advocate for policies and legislation that prioritize the safety and well-being of children in abusive relationships. Ensure that legal protections are in place to safeguard children from manipulation, coercion, and harm by perpetrators.

	▪ Support Services for Families: Establish accessible support services for families affected by domestic violence and child exploitation. This can include counseling, advocacy, legal assistance, housing support, and financial resources to help families navigate the complexities of leaving abusive situations.
	▪ Parenting Programs: Offer parenting programs and support groups that focus on healthy relationship dynamics, effective communication, and positive parenting strategies. Empower parents to create safe and nurturing environments for their children and break the cycle of abuse.
	▪ Children's Advocacy Centers: Develop children's advocacy centers within communities to provide comprehensive support and services for children who have experienced abuse or witnessed domestic violence. These centers can offer trauma-informed care, forensic interviews, mental health services, and access to legal support.
	▪ Community Collaboration and Coordination: Foster collaboration among community organizations, agencies, and stakeholders involved in child welfare, domestic violence prevention, and family support services. Coordinate efforts to ensure a cohesive and holistic response to addressing the needs of children and families affected by abuse.
	▪ School-Based Prevention Programs: Implement prevention programs in schools that promote healthy relationships, conflict resolution skills, and bystander intervention strategies. Educate students about their rights, boundaries, and resources available for seeking help if they or someone they know are experiencing abuse.
	▪ Youth Empowerment Initiatives: Empower youth to become advocates for change within their communities by providing leadership opportunities, peer education programs, and platforms for raising awareness about issues related to domestic violence and child exploitation.
	▪ Community Hotlines and Helplines: Establish community hotlines and helplines staffed by trained professionals who can provide information, support, and referrals to individuals and families affected by domestic violence and child exploitation. Ensure that these services are accessible and culturally sensitive to meet the diverse needs of the community.
Strategies to Address of Using Children within Family Units	▪ Psychoeducation and Counseling: Provide psychoeducation to parents and caregivers about the impact of using children in abusive dynamics. Offer counselling and therapeutic interventions to help them recognize unhealthy behaviours, understand the effects on children, and develop alternative strategies for conflict resolution and communication.
	▪ Parenting Skills Training: Offer parenting skills training programs that focus on positive discipline, child development, and nurturing parent-child relationships. Help parents build healthy bonds with their children based on trust, empathy, and mutual respect.
	▪ Family Therapy: Conduct family therapy sessions facilitated by trained therapists or counsellors. Create a safe space for family members to explore their relationships, address underlying issues, and develop healthier patterns of interaction. Work towards rebuilding trust and promoting cooperation within the family unit.
	▪ Child Advocacy and Support Services: Provide advocacy and support services for children who are affected by abuse within the family. Offer age-appropriate interventions, counselling, and resources to help children cope with the impact of parental manipulation, coercion, or neglect.
	▪ Safety Planning: Assist family members, particularly the non-abusive parent or caregiver, in developing safety plans to protect themselves and their children from further harm. Help them identify support networks, access community resources, and establish emergency procedures in case of escalating abuse.
	▪ Legal Assistance and Protection: Ensure access to legal assistance and protection for families experiencing abuse. Provide information about legal rights, options for seeking protection orders, and avenues for pursuing custody arrangements that prioritize the safety and well-being of children.
	▪ Promotion of Healthy Coping Mechanisms: Encourage family members to develop healthy coping mechanisms for managing stress and resolving conflicts without resorting to harmful behaviours. Teach strategies for effective communication, emotional regulation, and problem-solving within the family.

	▪ Role Modeling Positive Behavior: Model positive behaviours and attitudes within the family, especially for children who may be learning from their parents' interactions. Demonstrate respectful communication, conflict resolution skills, and empathy towards others to set a healthy example for children to follow. ▪ Community Support Networks: Connect families with community support networks and resources that can provide ongoing assistance and reinforcement. Offer peer support groups, mentorship programs, and community activities that promote social connections and reduce isolation for families in need. ▪ Early Intervention and Prevention: Implement early intervention and prevention programs aimed at identifying and addressing abusive behaviours within families before they escalate. Offer outreach services, screenings, and educational initiatives to promote awareness and intervention at the earliest signs of abuse.
Criminal Code	https://www.justice.gc.ca/eng/rp-pr/cj-jp/fv-vf/mcb-cce/index.html
Session Structure	Part 1 – Understanding Using Children as GBV ▪ Icebreaker: Use an icebreaker activity to create an open and relaxed atmosphere conducive to discussion. ▪ Introduction: Introduce the topic of using children as a form of gender-based violence (GBV), highlighting its impact on victims and families. ▪ Definition: Provide the official definition of using children as GBV, emphasizing its various forms and consequences. ▪ Interactive Activity: Ask participants to reflect on personal experiences or observations related to using children as GBV. ▪ Group Discussion: Facilitate a discussion on the emotional, psychological, and social effects of using children as GBV on victims and children themselves. Part 2 – Forms and Dynamics of Using Children ▪ Presentation: Present the various forms of using children as GBV, including emotional manipulation, custody threats, parental alienation, and others. ▪ Case Studies: Discuss real-life case studies or scenarios illustrating different dynamics of using children as GBV. ▪ Group Activity: Divide participants into groups and ask them to analyze the case studies, identify the forms of GBV depicted, and brainstorm potential interventions or support strategies. Part 3 – Addressing Using Children: Community and Family Responses ▪ Strategies in Communities: o Educating and raising awareness in the community about using children as GBV. o Providing training for professionals and stakeholders. o Establishing support services and hotlines. o Promoting collaboration among community organizations. ▪ Strategies within Family Units: o Psychoeducation and counselling for parents and caregivers. o Parenting skills training programs.

- o Family therapy sessions.
- o Child advocacy and support services.
- o Safety planning for families.
- o Legal assistance and protection.
- o Promotion of healthy coping mechanisms.
- o Role modelling positive behaviour within the family.
- o Utilizing community support networks.

<u>Part 4 – Reflection and Action</u>

- Reflection: Encourage participants to reflect on key insights gained from the session.
- Action Planning: Guide participants in developing action plans to address using children as GBV in their communities or family units.
- Closing Remarks: Provide closing remarks, expressing gratitude for participation, and emphasizing the importance of collective action in combating GBV.

Resources: Share relevant resources, including helplines, support organizations, and further reading materials.

Addressing using Male Privilege

Definition of Using Male Privilege	Using male privilege in gender-based violence (GBV) involves exploiting societal norms and power structures that afford men dominance and control over women. This exploitation manifests in treating women as servants, monopolizing decision-making, asserting authority as the master of the household, and enforcing traditional gender roles that subordinate women. It reflects a systemic abuse of power to perpetrate violence and maintain unequal relationships, reinforcing patriarchal structures that marginalize and disempower women. An optional short video about Using Male Privilege.
Forms of using Male Privilege	▪ Domination and Control: Asserting dominance and control over women by making all significant decisions without their input or consent. This can extend to controlling finances, household matters, and personal choices. ▪ Intimidation and Threats: Using the power and authority associated with male privilege to intimidate and threaten women into compliance or silence. This may involve threats of physical violence, emotional manipulation, or coercion. ▪ Enforcing Traditional Gender Roles: Insisting on rigidly defined gender roles where men are perceived as superior, and women are expected to fulfill submissive roles. This can involve dictating expectations about behaviour, appearance, and societal roles based on gender stereotypes. ▪ Gaslighting and Manipulation: Employing tactics such as gaslighting to undermine women's perceptions of reality and assert control. This may involve invalidating their experiences, emotions, and perspectives, thereby reinforcing male authority. ▪ Social and Economic Control: Exercising control over women's social interactions, access to resources, and economic independence. This can include isolating them from support networks, restricting their employment opportunities, or controlling their access to finances. ▪ Using Legal Systems to Perpetuate Control: Exploiting legal systems and societal biases to maintain power and control over women. This may involve using legal mechanisms such as custody battles or divorce proceedings to manipulate and intimidate women. ▪ Privileged Access to Support Systems: Leveraging societal structures that prioritize men's voices and experiences to discredit women's accounts of abuse or seek preferential treatment in legal or social contexts.
Strategies to Address Using Male Privilege in Communities	▪ Education and Awareness: Implement educational programs and awareness campaigns that challenge traditional gender roles and highlight the negative impact of male privilege on women's rights and well-being. ▪ Community Dialogue and Engagement: Facilitate open discussions and dialogues within communities to raise awareness about the dynamics of male privilege and its implications for gender-based violence. Encourage community members to reflect on their own biases and privileges. ▪ Promotion of Gender Equality: Advocate for policies and initiatives that promote gender equality in all aspects of community life, including education, employment, healthcare, and governance. Empower women and girls to participate fully in decision-making processes and leadership roles. ▪ Training and Capacity Building: Provide training sessions and workshops for community leaders, professionals, and service providers on recognizing and addressing male privilege and its role in perpetuating gender-based violence. Equip them with the knowledge and skills to support survivors and challenge harmful attitudes and behaviours.

	▪ Support for Gender-Sensitive Services: Ensure that support services for survivors of gender-based violence are gender-sensitive and inclusive. Provide resources and training to healthcare providers, law enforcement agencies, and social service organizations to effectively respond to the needs of survivors and hold perpetrators accountable. ▪ Community Mobilization: Mobilize community members to take collective action against gender-based violence and the use of male privilege. Organize rallies, marches, and other advocacy events to raise awareness, demand accountability, and promote gender equality. ▪ Engagement of Men and Boys: Engage men and boys as allies in the fight against gender-based violence and the use of male privilege. Promote positive masculinity and encourage men and boys to challenge harmful gender norms, support survivors, and become advocates for gender equality. ▪ Cultural and Social Norm Change: Work collaboratively with community leaders, influencers, and cultural institutions to challenge harmful cultural and social norms that perpetuate male privilege and gender-based violence. Promote alternative narratives and role models that champion gender equality and respect for all. ▪ Legal and Policy Reform: Advocate for legal and policy reforms that address systemic inequalities and provide better protections for survivors of gender-based violence. Ensure that laws are enforced consistently, and perpetrators are held accountable for their actions. ▪ Community Support Networks: Establish community-based support networks for survivors of gender-based violence, including shelters, hotlines, and counselling services. Provide survivors with access to resources, information, and emotional support to help them rebuild their lives and assert their rights.
Strategies to Address Using Male Privilege within Family Units	▪ Education and Awareness: Provide education and raise awareness within families about the concept of male privilege, its impact on relationships, and the importance of gender equality. Encourage open discussions about gender roles, biases, and power dynamics. ▪ Promotion of Shared Decision-Making: Encourage shared decision-making within the family unit, where all members have an equal voice, and their opinions are valued. Teach children that both partners should contribute to decision-making processes and that no one's opinion should be dismissed based on gender. ▪ Modelling Equality: Lead by example as parents or caregivers by modelling egalitarian behaviours and attitudes within the family. Demonstrate mutual respect, cooperation, and compromise in everyday interactions, and avoid reinforcing traditional gender stereotypes or roles. ▪ Empowering Women and Girls: Empower women and girls within the family by supporting their autonomy, agency, and aspirations. Encourage their participation in activities traditionally associated with men and provide opportunities for them to pursue their interests and goals. ▪ Challenging Traditional Gender Roles: Challenge traditional gender roles and expectations within the family by encouraging all family members to explore a wide range of interests, hobbies, and career paths. Reject the idea that certain tasks or responsibilities are inherently "male" or "female." ▪ Effective Communication Skills: Teach effective communication skills within the family, including active listening, empathy, and assertiveness. Encourage family members to express their thoughts, feelings, and needs openly and respectfully, without resorting to dominance or control. ▪ Conflict Resolution Strategies: Teach constructive conflict resolution strategies that prioritize understanding, compromise, and finding mutually beneficial solutions. Discourage the use of power dynamics or coercion to resolve conflicts within the family. ▪ Supportive Parenting Practices: Practice supportive parenting that encourages emotional expression, independence, and self-confidence in all children, regardless of gender. Avoid favouritism or differential treatment based on gender and promote equal opportunities for growth and development. ▪ Seeking Professional Help: If patterns of male privilege and inequality persist within the family despite efforts to address them, consider seeking professional help from therapists, counsellors, or family mediators. These professionals can provide guidance, support, and tools for fostering healthier family dynamics.

	Legal Protections and Resources: Ensure that family members, especially women and children, are aware of their legal rights and have access to resources and support services in cases of abuse or discrimination. Advocate for legal protections against gender-based violence and discrimination within the family.
Criminal Code	
Session Structure	Part 1 – Exploring Gender Dynamics within Families ▪ Icebreaker: Use an activity to foster an open and inclusive atmosphere. ▪ Invite participants to bring an object symbolizing gender roles or family dynamics. ▪ Share Statements: Participants discuss positive and negative aspects of traditional gender roles within families, reflecting on how they influence power dynamics and relationships. ▪ Reflection: Facilitate paired discussions on how male privilege manifests within families and its impact on gender-based violence. Part 2 – Group Discussion ▪ Discuss Positive and Negative Aspects: Participants explore positive aspects they want to uphold and negative aspects they seek to challenge, focusing on gender roles and power dynamics. ▪ Traditional Definitions of Manhood: Examine how traditional notions of masculinity influence caregiving roles and relationships within families. ▪ Influence on Women's Upbringing: Discuss how women's upbringing and societal expectations shape their experiences within families, including the impact of male privilege on gender-based violence. ▪ Brainstorm Equitable Parenting: Brainstorm strategies to promote more equitable parenting practices, challenging traditional gender roles and fostering mutual respect. Part 3 – Adaptation for Couples (Mothers and Fathers) - Optional ▪ Fishbowl Exercise: Separate mothers and fathers into two groups for discussions on their experiences with gender roles and power dynamics within families. ▪ Reflection on Differences: Reflect on the differences and commonalities in experiences between mothers and fathers, exploring how male privilege affects family dynamics. Part 4 – Closure ▪ Summary: Summarize key insights gained from the discussions and activities. ▪ Encourage Application: Encourage participants to apply insights gained to promote gender equality and challenge male privilege within their own families.

Addressing Economic Abuse

Definition of Economic Abuse	Economic or financial abuse is rooted in the desire of one partner to have power and control over the other. A partner who chooses to abuse will control their partner's finances or their ability to provide for themselves through a job or public assistance they receive. An optional short video about Economic Abuse.
Forms of Economic Abuse	▪ Control of Finances: The perpetrator controls all financial resources, including income, bank accounts, and credit cards, leaving the victim with little to no access to money. ▪ Forbidding Employment: The perpetrator prevents the victim from working or pursuing education, thereby limiting their ability to earn income and achieve financial independence. ▪ Withholding Financial Information: The perpetrator keeps financial information secret from the victim, such as hiding income, assets, or debts, which prevents the victim from making informed financial decisions. ▪ Forced Debt: The perpetrator coerces the victim into taking on debt, such as loans or credit card debt, which they are then responsible for repaying, often trapping them in a cycle of financial dependency. ▪ Sabotaging Employment or Education: The perpetrator undermines the victim's employment or education opportunities by causing them to lose their job, sabotaging job interviews, or disrupting their studies, thereby maintaining control over their financial situation. ▪ Using Financial Threats: The perpetrator uses financial threats or blackmail to manipulate the victim, such as threatening to withhold financial support or access to resources unless they comply with their demands. ▪ Preventing Access to Funds: The perpetrator denies the victim access to money for basic needs, such as food, clothing, or transportation, or restricts their access to essential resources, leaving them financially dependent and vulnerable. ▪ Forced Financial Dependence: The perpetrator prevents the victim from accessing their own income or assets, forcing them to rely entirely on the perpetrator for financial support, making it difficult for them to leave the relationship. ▪ Identity Theft: The perpetrator steals the victim's identity or uses their personal information without consent to open accounts, obtain credit, or make financial transactions, causing financial harm and damaging the victim's credit history. ▪ Using Children as Pawns: The perpetrator uses children as a tool to exert financial control, such as withholding child support payments or threatening to cut off financial support for the children unless the victim complies with their demands.
Strategies to Address Economic Abuse in Communities	▪ Education and Awareness Campaigns: Launch community-wide education campaigns to raise awareness about the signs and impacts of economic abuse. Provide information about available resources and support services for survivors. ▪ Training for Professionals: Provide training sessions for professionals who interact with survivors of domestic violence, including healthcare providers, social workers, law enforcement officers, and financial counselors. Equip them with the knowledge and skills to recognize economic abuse and provide appropriate support and referrals.

	▪ Financial Literacy Programs: Offer financial literacy programs targeted at survivors of economic abuse to help them regain financial independence and stability. These programs can include budgeting, saving, credit management, and job skills training. ▪ Legal Assistance and Advocacy: Provide survivors with access to legal assistance and advocacy services to help them navigate legal issues related to economic abuse, such as divorce, child support, and debt relief. Advocate for policies and legislation that protect survivors' financial rights and provide legal remedies for economic abuse. ▪ Community Partnerships: Establish partnerships with local organizations, businesses, and government agencies to create a network of support for survivors of economic abuse. Collaborate on initiatives to provide housing assistance, job training, childcare, and other essential services. ▪ Safe Housing and Financial Resources: Ensure that survivors have access to safe housing options and financial resources to rebuild their lives after leaving an abusive relationship. This can include emergency shelters, transitional housing programs, and financial assistance for basic needs. ▪ Support Groups and Peer Counseling: Facilitate support groups and peer counseling programs for survivors of economic abuse to connect with others who have had similar experiences, shared resources and coping strategies, and provide mutual support. ▪ Employment Opportunities: Work with local employers to create job opportunities and employment programs specifically for survivors of economic abuse. Provide job readiness training, resume building assistance, and support with job placement and retention. ▪ Community Hotlines and Helplines: Establish community hotlines and helplines staffed by trained professionals who can provide immediate assistance, support, and referrals to survivors of economic abuse. Ensure that these services are accessible and confidential. ▪ Policy Advocacy: Advocate for policy changes at the local, state, and national levels to address economic abuse and support survivors. This may include advocating for stronger legal protections, funding for support services, and reforms to financial institutions and systems to better serve survivors' needs.
Strategies to Address Economic Abuse within Family Units	▪ Education and Awareness: Provide education within families about the dynamics of economic abuse, its signs, and its impact on survivors. Foster discussions around financial equality, budgeting, and shared financial decision-making. ▪ Financial Empowerment Programs: Offer financial literacy and empowerment programs for family members, focusing on budgeting, saving, credit management, and financial independence. These programs can help survivors develop the skills and confidence needed to manage their finances effectively. ▪ Promoting Shared Financial Responsibility: Encourage shared financial responsibility within the family unit, where both partners contribute to financial decision-making and have equal access to resources. Emphasize the importance of open communication and mutual respect in financial matters. ▪ Supportive Counseling: Provide counseling or therapy for family members affected by economic abuse to address trauma, rebuild self-esteem, and develop coping strategies. Offer a safe space for survivors to express their feelings and concerns without judgment. ▪ Establishing Boundaries: Encourage the establishment of clear boundaries within the family regarding financial matters. Define acceptable behaviors and consequences for economic abuse and ensure that all family members understand and respect these boundaries. ▪ Legal Assistance and Protection: Ensure that survivors of economic abuse have access to legal assistance and protection. Provide information about legal rights, options for seeking protection orders, and avenues for pursuing financial restitution. ▪ Encouraging Economic Independence: Support survivors in pursuing economic independence through education, job training, and employment opportunities. Help with resume building, job searches, and career development to help survivors achieve financial stability. ▪ Promoting Mutual Support: Foster an environment of mutual support within the family, where all members are encouraged to support each other's financial goals and aspirations. Encourage family members to celebrate each other's successes and provide emotional and practical support during challenging times.

	▪ Modeling Healthy Financial Behaviors: Lead by example as parents or caregivers by modeling healthy financial behaviors and attitudes. Demonstrate responsible spending, saving, and investing practices, and involve children in age-appropriate discussions about money management. ▪ Creating a Safety Plan: Develop a safety plan with survivors of economic abuse to help them navigate potential financial challenges and protect themselves and their children from further harm. This plan may include strategies for accessing emergency funds, securing important documents, and seeking support from trusted allies.
Criminal Code	https://www.justice.gc.ca/eng/cj-jp/fv-vf/laws-lois.html
Session Structure	Part 1 – Understanding Economic Abuse ▪ Icebreaker: Begin with a light activity to foster openness and comfort among participants. ▪ Bring an Object: Participants bring an object symbolizing their relationship with money or financial independence. ▪ Sharing Reflections: Participants share positive and negative experiences related to finances and relationships, prompting reflection and empathy. ▪ Pair Discussion: Read aloud statements about economic abuse and ask pairs to discuss their thoughts and experiences. Part 2 – Group Exploration ▪ Identifying Patterns: A group discussion on identifying patterns of economic abuse and its impact on survivors. ▪ Challenging Norms: Explore how traditional gender roles and societal expectations contribute to economic abuse. ▪ Empowering Solutions: Brainstorm strategies to break free from economic abuse and promote financial empowerment. Part 3 – Empowering Couples ▪ Fishbowl Activity: Separate into groups of mothers and fathers to discuss experiences with financial control and independence. ▪ Shared Insights: Reflect on commonalities and differences in financial dynamics within couples. Part 4 – Moving Forward ▪ Summary and Application: Summarize key insights and encourage participants to apply the strategies discussed. ▪ Resource Sharing: Provide information on local support services, helplines, and financial empowerment programs. Closure: End with a message of empowerment and support, emphasizing the importance of breaking the cycle of economic abuse for future generations.

Addressing Coercion and Threats

Definition of Using Coercion & Threats	involves the exertion of control and manipulation over another person through intimidation, threats of harm, or other forms of psychological pressure. This can include threats of physical violence, emotional blackmail, financial manipulation, or any other tactics aimed at instilling fear and gaining compliance from the victim. Coercion and threats are used to maintain power and control within relationships, perpetuate abusive behaviour, and prevent victims from seeking help or leaving the abusive situation. An optional short video about Using Coercion and Threats.
Forms of Using Coercion & Threats	▪ Physical Threats: Making explicit threats of physical harm or violence against the victim or their loved ones. ▪ Emotional Blackmail: Manipulating the victim's emotions through guilt, shame, or fear to gain compliance or control. ▪ Financial Threats: Using control over finances or economic resources to coerce or manipulate the victim, such as threatening to withhold money or resources. ▪ Threats of Abandonment: Threatening to leave the victim or end the relationship as a means of control. ▪ Threats to Harm Others: Threatening to harm the victim's friends, family members, or pets to instill fear and compliance. ▪ Threats of Legal Action: Using threats of legal repercussions, such as reporting the victim to authorities or initiating legal proceedings, to control their behaviour. ▪ Threats to Reputation: Threatening to spread rumours, disclose sensitive information, or tarnish the victim's reputation to exert control. ▪ Threats of Self-Harm: Threatening to harm oneself, including suicide attempts, to manipulate or guilt-trip the victim into compliance. ▪ Threats to Withhold Support: Threatening to withhold emotional support, affection, or caregiving responsibilities as a means of control. ▪ Threats of Social Isolation: Threatening to isolate the victim from their social support network or community to increase their dependence on the abuser.
Strategies to Address Using Coercion & Threats in Communities	▪ Public Awareness Campaigns: Launching community-wide campaigns to raise awareness about the signs and consequences of coercion and threats in relationships. These campaigns can educate the public about healthy relationship dynamics and encourage bystander intervention. ▪ Training for Professionals: Providing training sessions for professionals who interact with survivors of GBV, such as healthcare providers, law enforcement officers, social workers, and educators. Training should focus on recognizing signs of coercion and threats, responding effectively, and providing appropriate support and referrals. ▪ Legal Advocacy and Support: Advocating for legal reforms and policies that enhance protections for survivors of GBV and hold perpetrators accountable for their actions. This includes ensuring access to legal assistance, protection orders, and other legal remedies for survivors. ▪ Community Partnerships: Establishing partnerships with local organizations, businesses, and government agencies to create a network of support for survivors. Collaboration can include providing access to shelters, counselling services, legal assistance, and other resources. ▪ Hotlines and Helplines: Establishing community hotlines and helplines staffed by trained professionals who can provide immediate assistance, support, and referrals to survivors of GBV. Ensuring that these services are accessible, confidential, and available 24/7. ▪ Support Groups and Counseling: Facilitating support groups and counselling services for survivors of GBV to connect with others who have had similar experiences, shared coping strategies, and provide mutual support. Counselling should focus on trauma recovery, safety planning, and building resilience. ▪ Empowerment Programs: Offering empowerment programs and workshops for survivors to regain control and autonomy over their lives. These programs can include self-defence training, financial literacy, job skills training, and assertiveness training.

	▪ Community Engagement and Mobilization: Engaging community members in dialogue and action to address GBV and promote healthy relationships. This can involve organizing rallies, marches, and community events to raise awareness, demand accountability, and advocate for change. ▪ Schools and Educational Initiatives: Implementing GBV prevention programs in schools and educational settings to teach young people about consent, healthy relationships, and respectful behaviour. Providing resources and support for students who may be experiencing or witnessing GBV. ▪ Cultural and Social Norm Change: Challenging harmful cultural and social norms that perpetuate GBV and normalize coercion and threats in relationships. Promoting gender equality, respect for diversity, and non-violent communication within communities.
Strategies to Address Using Coercion & Threats within Family Units	▪ Education and Awareness: Provide education within families about healthy communication, conflict resolution, and respectful relationships. Foster discussions about the harmful effects of coercion and threats on family dynamics and individual well-being. ▪ Supportive Counseling: Offer counselling or therapy for family members affected by GBV to address underlying issues, rebuild trust, and develop healthier coping strategies. Provide a safe space for survivors to express their feelings and concerns without fear of judgment. ▪ Establishing Boundaries: Encourage the establishment of clear boundaries within the family regarding acceptable behaviour and communication. Define consequences for the use of coercion and threats and ensure that all family members understand and respect these boundaries. ▪ Promoting Mutual Respect: Foster an environment of mutual respect within the family, where all members are valued, and their voices are heard. Encourage open dialogue, active listening, and empathy to promote understanding and collaboration. ▪ Empowering Survivors: Support survivors of GBV in regaining control and autonomy over their lives. Provide resources and assistance to help them develop safety plans, access support services, and build self-confidence. ▪ Legal Assistance and Protection: Ensure that survivors have access to legal assistance and protection. Provide information about legal rights, options for seeking protection orders, and avenues for pursuing justice against perpetrators of GBV. ▪ Financial Independence: Support survivors in achieving financial independence through education, job training, and employment opportunities. Help with resume building, job searches, and financial planning to help survivors achieve economic stability. ▪ Modelling Healthy Relationships: Lead by example as parents or caregivers by modelling healthy communication, conflict resolution, and mutual respect in relationships. Demonstrate positive parenting practices and teach children about healthy boundaries and consent. ▪ Providing Safety Planning: Develop safety plans with survivors to help them navigate potential threats and protect themselves and their children from further harm. This may include identifying safe places to go, emergency contacts, and strategies for accessing support. ▪ Seeking Professional Help: If patterns of coercion and threats persist within the family despite efforts to address them, consider seeking professional help from therapists, counsellors, or family mediators. These professionals can provide guidance, support, and tools for fostering healthier family dynamics.
Criminal Code	https://www.justice.gc.ca/eng/cj-jp/fv-vf/laws-lois.html
Session Structure	Part 1 – My Family's Legacy: Understanding Coercion & Threats ▪ Icebreaker: Use an icebreaker activity to create an open and relaxed atmosphere, fostering a sense of safety and trust among participants.

- Object Association: Ask participants to bring an object associated with their family or upbringing, encouraging personal reflection and connection to the session's theme.
- Reflection on Family Legacy: Share statements regarding positive and negative aspects of family dynamics, particularly related to coercion and threats. Prompt participants to reflect on their own experiences and feelings.
- Group Sharing: Read statements aloud and facilitate pairs or small group discussions where participants can share their thoughts, insights, and personal stories related to coercion and threats within their families.

Part 2 – Group Discussion
- Positive and Negative Aspects: Discuss positive aspects participants want to adopt and negative aspects they want to avoid within their own families, focusing on strategies for promoting healthy communication and relationships.
- Impact of Traditional Gender Norms: Explore the impact of traditional definitions of gender roles on family dynamics, including how these norms may contribute to the use of coercion and threats.
- Influence on Caregiving: Discuss how traditional gender roles influence caregiving responsibilities within families and how this may intersect with the use of coercion and threats.
- Brainstorming Solutions: Brainstorm ways to leave behind harmful practices for more equitable and respectful family dynamics, emphasizing the importance of mutual respect, communication, and empathy.

Part 3 – Adaptation for Couples (Mothers and Fathers)
- Fishbowl Discussion: Form a "fishbowl" discussion where mothers and fathers participate separately, sharing their perspectives on coercion and threats within family units.
- Separate Discussions: Facilitate separate discussions for mothers and fathers, allowing each group to focus on their experiences, challenges, and aspirations related to family dynamics.
- Reflecting on Commonalities: Encourage reflection on the differences and commonalities between mothers and fathers in their experiences with coercion and threats, highlighting opportunities for understanding and collaboration.

Part 4 – Closure
- Summary: Conclude with a summary of key insights and learnings from the session, highlighting the importance of addressing coercion and threats within families to promote healthier relationships.
- Encouragement: Encourage participants to apply the insights gained from the session to their family dynamics, fostering positive changes and promoting a culture of respect and support.

Next Steps: Provide resources and support for participants who may need additional assistance or guidance in addressing coercion and threats within their families, emphasizing the importance of seeking help when needed.

Father's Impact

For Whom	Facilitators – community leaders/service providers- conducting group sessions on fatherhood, gender roles and parenting.
How it Could be Used	This session is designed to help participants reflect on the influence of fathers or male authority figures in their lives and explore positive and negative aspects. The objective is to facilitate open discussions, reflection and promote self-awareness among participants on the masculinity practices they
Objectives	• Examine the impact of traditional definitions of manhood on caregiving and parenting. • Discuss positive aspects that participants want to adopt in their own fatherhood and parenting roles. • Identify and discuss negative aspects or harmful practices associated with traditional masculinity. • Engage participants in brainstorming ways to leave behind harmful practices for more equitable parenting.
KPIs	• Participation Rate: Percentage of targeted facilitators/community leaders/service providers participating in the training. • Engagement Level: Measure the level of engagement during the group sessions through participant interaction, discussions, and reflections. • Self-awareness Impact: Assess the change in self-awareness among participants regarding masculinity practices and their impact on fatherhood and gender roles. • Session Effectiveness: Evaluation of the effectiveness of the training session based on feedback and post-training assessments. • Adaptation Rate: Percentage of sessions adapted to less time or modified to suit specific needs. • Application of Insights: Measure the extent to which participants apply the gained insights in their personal and professional lives.
When it Could be Used	This session is recommended to be conducted over two and a half hours. It could be adapted to less time. It can be used in a series of sessions focusing on masculinity, gender roles and fatherhood.
Materials Needed	Flipchart paper – Markers / Online meeting
Session Structure	Part 1 – "My Father's Legacy" • Use an icebreaker to set an open and relaxed atmosphere. • Ask participants to bring an object associated with their father.

- Share statements regarding positive and negative aspects of their fathers, prompting reflection.
- Read statements aloud and ask pairs to share thoughts.

Part 2 – Group Discussion
- Discuss positive aspects participants want to adopt and negative aspects they want to avoid.
- Explore the impact of traditional definitions of manhood on caregiving.
- Discuss the influence on women's upbringing and traditional gender roles.
- Brainstorm ways to leave behind harmful practices for more equitable parenting.

Part 3 - Adaptation for Couples (Mothers and Fathers) - Optional
- Form a "fishbowl" with mothers inside and fathers outside.
- Facilitate discussions separately for mothers and fathers, focusing on their objects and stories.
- Reflect on differences and commonalities between mothers and fathers.

Part 4 - Closure
- Conclude with a summary and encourage participants to apply insights gained.

Women Empowerment

Section	Details
For Whom	- Facilitators, community leaders, and service providers conducting group sessions on women's empowerment.
How it Could be Used	**Objective:** Engage participants in a dynamic and interactive exercise that maps out the journey of women's empowerment across personal, relational, and environmental dimensions. **Methodology:** The activity is designed to be dynamic, collaborative, and creative. It encourages participants to actively discuss and select empowerment characteristics that resonate with them. **Skills Required:** Facilitation skills, understanding of women's empowerment concepts.
Objectives	1. **Explore the Multifaceted Nature of Women's Empowerment:** Participants gain insights into the diverse dimensions of women's empowerment. 2. **Map Out the Journey of Empowerment:** Participants collaboratively create visual representations of a woman's empowerment journey. Focus on personal, relational, and environmental levels.
KPIs	1. **Participation Rate:** Percentage of participants actively engaged in the activity. 2. **Level of Engagement:** Quality and depth of discussions during small group activities. 3. **Quality of Empowerment Journey Maps:** Assessment of the visual representations created by each group. 4. **Application of Chosen Characteristics:** Observing how well participants explain the rationale behind their choices.
When it Could be Used	- **Recommended Occasions:** Workshops, training sessions, or community events focused on women's empowerment. - **Adaptability:** Can be adapted for virtual delivery.
Materials Needed	1. **Essential Materials:** - Large sheets of paper or flip charts. - Markers, colored pens, and sticky notes. - Printouts of empowerment characteristics from Oxfam's Effectiveness Reviews (Table A3.1). 2. **Optional Materials for Virtual Delivery:** Digital whiteboard tools (e.g., Jam board).
Session Structure	1. **Introduction to Women's Empowerment Concept:** Brief overview of women's empowerment and its diverse dimensions. 2. **Sharing Identified Characteristics:** Introduce characteristics identified in Oxfam's Effectiveness Reviews.

3. **Group Division and Distribution of Table A3.1:** Divide participants into small groups (3-5 members). Distribute printouts of Table A3.1 to each group (or share a softcopy for virtual sessions).

4. **Small Group Discussions and Selection of Characteristics:** Instruct participants to discuss and choose specific characteristics. Encourage considering personal, relational, and environmental levels.

5. **Creation of Visual Journey Map:** Provide each group with a large sheet of paper or a digital canvas. Instruct them to visually represent a woman's empowerment journey using selected characteristics. Organize the map to reflect personal, relational, and environmental levels.

6. **Group Presentations and Rationale Sharing:** Each group presents their empowerment journey map to the larger group. Encourage groups to explain the rationale behind their choices and how selected characteristics contribute to empowerment.

Transforming Gender Norms

Section	Details
For Whom	- **Target Audience:** Adolescents (ages 10-19) and their communities in post-conflict communities - **Skills Required:** Facilitators, community members, educators, and health practitioners.
How it Could be Used	- **Objective:** Promote gender-equitable attitudes and behaviors among adolescents and their communities, reduce gender-based violence, and improve sexual and reproductive health outcomes. - **Methodology:** Interactive and engaging sessions using the GREAT Toolkit in schools, health clinics, and community centers.
Objectives	1. **Promote Gender-Equitable Attitudes:** Foster positive attitudes towards gender equality. 2. **Reduce Gender-Based Violence:** Mitigate instances of gender-based violence. 3. **Improve Sexual and Reproductive Health Outcomes:** Enhance awareness and practices related to sexual and reproductive health.
KPIs	1. **Attitudinal Change:** Measure shifts in attitudes towards gender equity. 2. **Incidents of Gender-Based Violence:** Track reduction in reported cases. 3. **Reproductive Health Knowledge:** Assess improvements in knowledge and practices. 4. **Participation Rate:** Percentage of adolescents actively engaged in toolkit sessions.
When it Could be Used	- **Recommended Occasions:** Ongoing sessions in schools, health clinics, and community centers. - **Adaptability:** Flexible for use in diverse settings, considering the needs of post-conflict communities.
Materials Needed	1. **Training Materials:** For facilitators and community members. 2. **Educational Materials:** Posters, brochures, visual aids for adolescents. 3. **Evaluation Tools:** To measure progress towards program objectives. 4. **Digital Tools:** For virtual or online delivery, if applicable.
Session Structure	- **Interactive Sessions:** Structured activities designed for engagement. - **Trained Facilitators:** Delivery by skilled facilitators. - **Settings:** Schools, health clinics, community centers. - **Series:** A structured series of sessions addressing gender-equitable attitudes and behaviors, gender-based violence, and reproductive health

Fillable Template

For Whom	
How it Could be Used	
Objectives	
KPIs	
When it Could be Used	
Materials Needed	
Session Structure	