



# Promising Practices Curriculum Guide



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# ABOUT

This curriculum document has been developed to support the implementation of the Promising Practices Framework which seeks to engage men and boys as allies in preventing gender-based violence (GBV) through community-based humane education programming. This Framework was developed through Humane Canada’s Promising Practices Project, funded by Women and Gender Equality (WAGE) Canada. The goal of this document is to support educators in adapting the concepts of the framework to the needs of their community and audience.



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# FOUNDATION

## OVERALL OUTCOMES

To develop a deeper understanding of how to be an ally and advocate that promotes empathy and compassion, as this works towards preventing violence against all. There may be more specific outcomes based on the goals of your program, the needs of your community, what pieces of the framework you emphasize, and the scope of your educational practice.

Regardless of who facilitates the programs (humane educators, GBV educators, teachers, or community educators), the outcome of building allyship towards a nonviolent community remain consistent. These outcomes may be phrased or explained differently depending on the facilitator or community.

The outcomes may vary or be adjusted based on the community and the community's needs. It is important that the framework be adaptable to the community utilizing the framework.

The outcomes aim to encompass the following:

- › Developing empathy and compassion for all
- › Developing skills to understand emotions and relationships with humans and animals
- › Developing confidence to behave authentically and act as allies in ending all violence



As preventing Gender-Based Violence (GBV) is at the core of the framework, there are guiding principles of GBV education that are crucial when adapting the framework.

### SURVIVOR-CENTERED APPROACH

Survivor voices must be respected. Survivors should be believed, and should not be judged for the choices they make on their journey.

### TRAUMA-INFORMED APPROACH

The educational environment and system must recognize and respond to the impact of trauma on participants. This approach acknowledges that many students, particularly those who have experienced adverse childhood experiences (ACEs), violence, abuse, neglect, or other forms of trauma, may have difficulty engaging with learning in traditional ways.

### INTERSECTIONALITY

There must be recognition of the intersectionality of various forms of oppression, including race, class, gender, age, sexual orientation, and disability.

### CULTURAL SENSITIVITY

The educational program must have a deep understanding of local cultural norms, practices, and values that are relevant, respectful, and effective in engaging the community.

As you review the framework, note its flexible and adaptable design. You may emphasize different parts of the framework with different participants or different programs. We encourage you to take from the framework what you or your community needs, or what within the framework builds upon the strengths that already exist within your program and community.

## LANGUAGE

We encourage you to review the curriculum [Glossary](#) and consider adding to it to develop terminology guidelines based on your community. We also encourage you to simplify and shift the language based on the community, group of participants, and your participants' ages. An additional resource for a GBV-specific glossary is located [here](#).

## AGE GUIDES

Determine the ages and group of participants you will be working with before applying the Framework to your programming. It is important to shift your language based on the age you are working with, or have multiple terms prepared if you are working with multiple ages. The goal is to have concepts discussed in your program that are as easy to understand as possible (see [Glossary](#)).

- › With younger age groups, consider obtaining guardian consent for participating in the program (when needed) and providing resources and information to guardians regarding the topics discussed to support their discussions with their children. Additional information can be found in the age-specific Activity Guides found on the [project website](#).

Different aspects of the Framework will be more relevant to different ages and communities. Determine which aspects of each pillar make sense to weave into your program based on your community needs and ages. For some educators and communities, this may mean developing an introductory program, and perhaps returning to the Framework for different concepts to build upon that program based on the impact and engagement of participants.



Determine activities that will be engaging to the age group and community you are working with. This may mean adjusting activities for impact, either making the activities more or less complex, or building activities based on your knowledge of what activities have engaged the community previously (explore Resources on the [project website](#)).

It may be helpful to collaborate with community champions already working with the age or participant group you will be engaging with. This may include teachers, early childhood educators, after school activity leaders, and parents. This collaboration may also lead to an additional audience to promote your program to, as well as the knowledge of leaders and champions already successfully engaging community.

Another consideration is the importance and potential impact of early intervention/prevention programming. We know early learning about allyship and violence prevention can lead to a lifetime of acting as an ally through demonstrating empathy, compassion, and intervention. If your program is not focused on early education and/or programming, it may be helpful to collaborate with early childhood education champions to facilitate the framework being implemented in your community with participants during their early years. This may be a consideration when you are ready to grow your program after successful implementation.



## LINKS BETWEEN GBV & RACISM

There are clear links between GBV and racism and other forms of oppression. It is an important to consider how these links may be woven into your program.

### DOUBLE DISCRIMINATION

Women and gender minorities from racialized groups often face double oppression—both racism and GBV. These individuals may experience racism within society as well as violence based on their gender, which can complicate their access to resources, justice, and support systems.

### CULTURAL STEREOTYPES AND MARGINALIZATION

Racist stereotypes can contribute to dehumanizing attitudes towards certain racial or ethnic groups, which can justify or normalize violence against them.

### LACK OF ACCESS TO JUSTICE

Racial discrimination can manifest in the justice system, where women and gender minorities of colour may face barriers in reporting GBV. Law enforcement might not take their complaints seriously, or they may be treated with suspicion, especially if they are immigrants or from marginalized racial communities.

### GENDERED ISLAMOPHOBIA

Muslim women, particularly those who wear the hijab or have visible markers of their faith, are often targets of GBV and discrimination that intersects with Islamophobia. They may experience verbal harassment, physical assaults, and hate crimes based on both their gender and their Muslim identity.



## IMMIGRANT AND REFUGEE WOMEN

Immigrant and refugee women are particularly vulnerable to GBV due to xenophobia, which often intersects with gendered violence. These women may be subjected to physical and sexual violence and may have limited options for seeking help due to fear of deportation, cultural barriers, or lack of knowledge about their rights.

## VIOLENCE AGAINST LGBTQ+ INDIVIDUALS

LGBTQ+ individuals, particularly transgender and gender-nonconforming people, face high rates of GBV, including physical, sexual, and emotional abuse. Homophobia and transphobia create environments where LGBTQ+ people are targeted for violence and often struggle to find supportive services.

## BARRIERS TO REPORTING

Institutional racism, whether in the police, healthcare system, or legal institutions, can further silence survivors of GBV from racialized or marginalized communities. They may be fearful of being disbelieved or facing criminalization due to their racial or ethnic background, making it harder for them to seek help.

## OVER-POLICING AND CRIMINALIZATION

Racialized individuals, especially Black and Indigenous people, are often over-policed, and their experiences of violence may be misconstrued as criminal behaviour rather than being recognized as survivors of GBV. Law enforcement may focus more on criminalizing marginalized communities than addressing the needs of survivors.



## APPLYING THE FRAMEWORK TO DIFFERENT GROUPS

You may already have an audience, which will help you determine how to apply the framework to your program based on your existing audience. If you do not have an audience, it is important to determine the audience you will be working with based on the needs of your community and their interests. Design your program for an audience that is interested and would want to participate, as this will make promotion of the program and recruitment of participants easier.

Similarly to determining activities for the ages you are working with, it can be helpful to collaborate with community champions to determine what concepts from each pillar are important to focus on with your audience. Community champions such as teachers, early childhood educators, after school activity leaders, and parents may be able to help you determine which concepts from each of the pillars will be impactful with your audience.

Consider how to ensure activities are culturally sensitive and appropriate for the audience you are working with. This may mean consulting or collaborating with community champions or utilizing your own community knowledge. It could also be helpful to consult with the audience and plan activities with their input.

When considering interactive activities like audio and video clips that can lead to a rich discussion, it is important to test these clips and the activities to ensure they are culturally sensitive and appropriate for all.



## CHOOSING A TIMELINE FOR YOUR PROGRAM

Determining the timeline for your program may depend on the needs of your community, the audience you are facilitating the program for, or your capacity. Consider your intended outcomes based on the program – for example, a shorter program may require broader outcomes, whereas a longer program may offer the ability to really dig in and have more specific impact.

Longer programs may include a workshop series, weekly group programming, or a regular group meeting that occasionally includes this programming (i.e., implementing a part of the Promising Practices Framework once a month at the regular weekly meeting). Shorter programs may look like a single workshop, single classroom visit, or single implementation at group programming.

Consider implementing an evaluation strategy with your audience to determine if the program had impact or positive outcomes. This could be a short evaluation after every workshop, or following up a few months later.





## CULTIVATING A SAFE SPACE

It is important to work with your participants to create a safe space, which may begin by collaborating with your participants to determine what is needed for a space to feel safe. This may be group guidelines or agreements on behaviour, setting up the environment based on the needs of the participants, and having an additional facilitator or a plan if a participant requires debriefing or individual support.

Set the stage for a safe space from the beginning of program implementation. Working together is challenging and requires vulnerability. You may want to ask yourself what is needed to create a sense of safety before facilitating with the participants, as well as asking the participants for their input. This can look like a discussion regarding the **impact of language** while acknowledging that language can require learning moments. This may mean gently calling individuals in to reflect on the language they use, while recognizing that individuals with differing life experience may identify with different language.



At times, individuals may use harmful language without a malicious intent, so ensure to revisit terms in an educational way to support participants' continued engagement. Consider discussing the potential **impact of the content** itself and remind participants of ways they can take care of and be kind to themselves during these discussions. This may include labelling a safe way to individually take breaks that does not disrupt the engagement of the group. You may also want to discuss the images, materials, activities, and concepts that have been selected and explain why they were chosen. Additionally, consider acknowledging that participants may hold different life experience and knowledge, which changes participants' comfort level with certain topics. Encourage participants to engage at a level that feels comfortable for them.

As you may discuss topics that may be triggering for individuals in your audience, it is important to determine what supports you will build into your program. This could be as simple as having two facilitators, to ensure one can support individuals who may need one to one support or having a list of GBV support services in your community.



There are also physical ways to build a safe space. This may include the environmental setup; however many programs may utilize borrowed space or space which may not offer the ability to change the environment.

- › Although it may be difficult to change the environment, some doable changes may include opening/closing windows, using tablecloths, having name tags, having fidget toys available, etc.
- › Where the physical environment cannot be changed, it may be helpful to identify potential differences in levels of engagement. This may include allowing participants to engage via solo reflection, anonymous writing, or verbal participation.
- › Consider your own nonverbal body language and how you present yourself as the facilitator. An example of this may be considering the attire you wear to facilitate the program to ensure that you appear approachable for the participants. This may mean dressing more casually than you typically would or wearing a conversation piece that might encourage engagement. This can be helpful when working with children or youth that may be hesitant to engage in programming with a new adult facilitator.
- › Consider ways to build a safe space in an online environment. This may include encouraging participants to be on/off camera, take breaks as needed, and have a space to privately message and check in with the facilitator.



Building community guidelines or participation expectations together can build safety within the group and act as an icebreaker to begin building knowledge together. This can help build trust and create buy-in from the participants.

In your group guidelines, discuss how to gently call each other in (i.e., how you will address problematic behaviours or actions in a way that is constructive, compassionate, and focused on education, rather than creating shame or condemnation). This can help to manage expectations regarding how to call someone in, as well as what the experience will be like when you are called in. This involves creating a space for dialogue where participants can reflect on their actions, understand the impact of their behaviour, and learn from their experiences, often with the goal of fostering growth and transformation. This can set up a sense of safety in which participants feel safe to make mistakes, learn, and grow together.

Share the goal of the program and the intended outcomes when cultivating a safe space. This helps participants know what to expect in the program and what they are expected to share. If you are facilitating a program over multiple days or weeks, you can review the overall outcomes in the initial meeting, while also reviewing the individual learning outcomes during each session.



Each facilitation may be different. It's okay to pause during implementation if the participants need a break or the program discussion is going in a direction you need more time and information to prepare for. It is also okay to end early if you are noting a change in participant engagement. You may want to have one-to-one conversations with participants who find the program or guidelines challenging. You may be asked questions or asked to explore concepts you were not expecting. It's okay to not have the answer and it's okay to find the answer together or come back to the participants once you have had the opportunity to seek research or consultation. The Framework is designed to be adapted to your community, and our hope is that you adapt your implementation to your participants' needs.

If you are facilitating multiple sessions, it may be helpful to review the previous material and/or the group guidelines at the beginning of each session.

Acknowledge that this is difficult work throughout the implementation process, with the intention of weaving fun and engagement through the program.

We encourage you to approach programming as a facilitator with a "humble and ready to fumble" attitude and an openness to learning as this will model a healthy approach to becoming allies in violence prevention for the participants.

As a facilitator, ensure whatever ground rules are set in your program do not trigger hate or harmful discussion. You may want to consider accessing further resources and learning tools on creating safety in educational spaces.



## DIVERSITY & INCLUSION

In this section we are going to discuss diversity, inclusion, accessibility, and cultural sensitivity. To learn more about these terms, please check the [glossary](#).

### ACCESSIBILITY

Ask yourself what accessibility looks like in the context of your program and organization. How can you ensure that your program is accessible to all who wish to participate? When programs are not explicitly advertised as accessible, individuals may refrain from attempting to access the program.

Collaborating with an organization that focuses on accessibility can offer access to knowledge on how to create accessible programs. There may be accessibility standards in place by governing bodies in your location, but remember that these standards the minimum of what is expected, and going beyond these standards will work towards creating more accessible spaces and programs for all. Accessibility standards do change over time, and you may want to incorporate anticipating these changes and recognizing different needs into your own program planning.

A way to reflect upon your organization's accessibility is through an accessibility audit. For more information about accessibility audits, you may want to connect with an accessibility consulting organization. These audits are typically completed in collaboration with an organization or knowledge holder who can support your organization in recognizing the ways to increase accessibility. Appropriate compensation would be required for an accessibility audit, however if you do not currently have the resources for this, you can begin to analyze your own program/organization through looking for easy ways to increase accessibility (i.e., offering both online and printed resources with different font sizes).



## DIVERSITY & INCLUSION

As you build your program and plan your audience, consider whose voices are and are not included. This may impact how you develop your program to be inclusive of differing voices, as well as how you promote your program, the audiences you seek out, and the leaders and champions you engage in collaboration. The more voices you weave into your program, the more inclusive a space you can create where participants feel themselves reflected in the program.

As you are considering which human voices are and are not included, you may want to also consider the inclusion of non-human voices. How will you consider the perspectives of animals, the environment, and the planet's systems throughout your programming? This can be through discussion, the resources shared, and/or the actual inclusion of more than humans in your program.

Acknowledge power and privilege as you develop and implement your program. Even the materials and knowledge you are building upon may have come from spaces of privilege. Additionally, as the facilitator, you hold power. This can be impactful in program delivery, particularly when asking participants to be vulnerable. Including a discussion regarding power and privilege can support participants in understanding these concepts which are entangled in violence.



Ask yourself what inclusivity looks like: what does inclusivity currently look like in your program and/or organization and how can you expand upon this? What steps can you take to grow your knowledge of inclusivity? Collaboration can be a powerful tool to building inclusive spaces and programs.

Participants will come to this program with diverse experiences and may demonstrate diverse emotional responses to the material. As the facilitator, be prepared to support these various experiences and responses. It may be something you wish to acknowledge when building safety as this can create space for participants to feel safe to respond and express based on their life experience, knowledge, and reactions.



## CULTURAL SENSITIVITY

Cultural sensitivity is a form of accountability, and this can be woven into your program to support participants in understanding how they can develop their knowledge of cultural sensitivity as allies. Consider weaving cultural sensitivity into all aspects of your program. Through knowing your community, and being aware of cultural sensitivity considerations, you can ensure your program is culturally sensitive. If you do not hold this knowledge, collaborating with leaders and champions in your community and accessing online, free resources can all help you build your knowledge (explore more resources on the [project website](#)).

The Promising Practices Framework stems from a one health/one welfare perspective. This perspective is embedded into Indigenous ways of knowing, being, and worldviews, in recognizing the interconnectedness of people, animals, and the earth. As you develop your program, actioning steps towards reconciliation may be foundational to engaging your community.

This framework is rooted in the principles of diversity, equity and inclusion, specifically through an anti-racism and anti-oppressive lens. The framework is intended to be adaptable to your community, and addressing cultural safety in the planning of your program is integral.



## PROGRAM CONSIDERATIONS

As you develop your program, consider what Framework elements you want to emphasize. When working with children and youth, peer participation and leadership can provide significant engagement and support the development of leadership skills that are essential to allyship. An example of this is peer-led discussion: participants may be more comfortable or willing to share when a discussion topic is led or facilitated by a peer. It may be more challenging to implement this with shorter programs, but with longer programs, this can be discussed when developing the guidelines with the participants.

Additionally, peer support has proven to be effective in many sectors, particularly with youth. Consider building a peer support model as a part of your program. This could include having “accountability buddies” to support participants in attending or implementing strategies from the program, or allyship support in which peers can offer feedback and debriefing to one another. If you are implementing a peer support strategy, defining specifically what peer support is can be helpful to build confidence in the participants. It may also be helpful to have a list of free resources such as mental health support and crisis lines available to participants who may seek support beyond the role of a peer.

When considering how to engage male-identified participants, it may be effective to engage male-identified role models and champions who can support, facilitate, or offer insight into your program. Engaging male-identified role models can increase the engagement of male-identified individuals, and can provide participants with a model of male allyship. With both short- and long-term programs, engaging with community champions or accessing online resources such as videos and podcasts may be an effective strategy for uplifting the voices of male-identified allies (explore more resources on the [project website](#)).



## PROGRAM EVALUATION

The Promising Practices Project itself has an evaluation plan, but we will build out this section for the final version of this curriculum document for organizations who wish to use this framework beyond the project.

- › Surveys (pre and post assessment)
- › Focus groups
- › Interviews
- › Creative assessment



## FOUNDATIONAL THEORY

Selecting a foundational theory to build your program from may be an effective way to ground yourself and determine what concepts are connected to your overall goals for the program, and what concepts you will not be including at this time. A foundational theory may not be applicable for some programs that already hold a vision, have a foundation, or have a clear audience. We have included some theory ideas in this section, however you may have a theory or foundation of your own that works with your program vision, and we encourage you to utilize that.





## PATRIARCHY

Patriarchy promotes the idea that men are inherently superior to women at great harm to women. It operates through stereotypes that men are strong and rational while women are weak and emotional. These stereotypes ignore who people really are and who they can become. Discussing patriarchy in an accessible and age-appropriate way can underpin all the pillars and concepts within the Framework. Patriarchy impacts everyone within a patriarchal society, and discussing this with participants (particularly those who are male-identified) can deepen their understanding of the entanglement of violence and patriarchy and their roles as allies in violence prevention. Discussing patriarchy can be as simple as describing ways society is designed to benefit male-identified individuals and the history behind this, as well as the progress that has been made to dismantle patriarchy. This can lead to complex discussions, or can be a theory you touch on and return to throughout your program and activities.



## COLONIALISM

Discuss colonialism in an accessible and age-appropriate way, and ensure it underpins all the pillars and concepts within the Framework. Colonialism impacts everyone, however, has impacted Indigenous communities in devastating and ongoing ways. In the context of GBV, it is pertinent to understand that colonialism has resulted in the high and disproportionate rates of violence experienced by Indigenous women and girls. Discussing colonialism can highlight the historical ways Indigenous communities have been impacted as well as the intergenerational trauma and ongoing impacts of colonialism on Indigenous communities and individuals. Connecting and collaborating with Indigenous Elders and knowledge-holders can expand your program and deepen participants' understanding of the impacts of colonialism and how they can act as allies in deconstructing and challenging colonialism and its entanglement with violence.





## THE INTRINSIC VALUE OF ALL LIFE

Another perspective to consider including is the intrinsic value of all life, which is foundational to humane education. This perspective focuses on nonhuman beings (animals, the earth, and all the earth's systems) and their experiences in communities that have been designed for human supremacy. In this perspective lies the root goal of the Promising Practices framework: this perspective can support participants in building empathy and compassion for all living beings as well as thinking deeply about how we can live well together and challenge the violence towards humans, animals, and the environment that is normalized within many societies.

## INTERSECTIONALITY

Intersectionality is another foundational theory that can be woven into your program or act as the foundational theory for your program. Intersectionality is a framework for understanding how different aspects of a person's identity—such as race, gender, sexuality, class, disability, religion, and other social categories—interact and shape their experiences of privilege and oppression (Crenshaw, 1986). Intersectionality emphasizes that oppression is not experienced in isolation but rather as a complex web of overlapping and interconnected social identities and systems of power (such as racism, sexism, classism, ableism, etc.). This can be a helpful framework when also discussing colonialism, patriarchy, and the value of all life.



## MASCULINITY

Although this program has a focus of engaging male-identified participants as allies, this program may be implemented with male-identifying, female-identifying, and gender diverse participants. Although discussing healthy masculinity may be an integral part of your program, we encourage you to weave discussing healthy gender ideas into all programs. This includes explicitly or implicitly challenging toxic gender norms which may include addressing hyper or toxic masculinity.

As you promote your program, you may want to emphasize that the program is available to anyone. There may be a focus on unpacking how toxic gender norms impact one's ability to act as an ally, and how to dismantle and challenge these norms.



## DISCLOSURES OF SENSITIVE INFORMATION

When discussing violence, there may be inadvertent disclosures of experiences of violence. When setting up the guidelines for the program, emphasize that this program is not therapeutic and offer resources that can be accessed by participants if they have experienced violence and are looking for therapeutic support. Explain in your program guidelines your duty to report, and the process if someone were to disclose something that requires that you make a report to the appropriate authorities. This process may differ based on your geographic location. Generally, you are obligated to report a disclosure of abuse experienced or witnessed by children or vulnerable individuals, as well as if someone were to disclose that they are a harm to themselves or others. Your organization may have its own policies regarding the disclosure of abuse towards humans or animals and the process regarding responding to disclosure of such information.

If you are collaborating with another organization to implement this programming, you may want to discuss and determine a process regarding disclosure of sensitive information and the reporting and follow up process. Determining a process before implementation ensures that all facilitators are aware of their responsibility, while also ensuring sensitive information is only shared with those who need to know.



Child protection services and other abuse reporting and responding organizations have a foundation rooted in colonialism and patriarchy. Individuals may have different experiences and histories in relation to child protection services. Although you have a duty to report, it is essential to report in a trauma-informed manner, with the recognition of the complex histories these organizations hold and the complex relationships individuals may have with these organizations. Reporting in a trauma-informed manner requires transparency, clear expectations of responsibilities and responses, and ensuring that the information reported is objective and documented.





When responding to a disclosure, consider keeping the following models in mind. Your response to a disclosure may also depend on the age of the survivor and your duty to report.

## BRACE MODEL

To ensure the survivor feels heard and respected.

- B Be Present** | Be fully present and attentive as they express themselves at their own pace.
- R Recognize** | The courage it takes to disclose and that their feelings are valid.
- A Ask** | Ask open-ended, non-leading questions that allow the individual to share without pressure, judgement, or blame.
- C Care** | Show genuine care and empathy and let them know they are not alone.
- E Empower** | Offer choices and information regarding resources and support.



## CARE MODEL

To ensure the survivor feels validated as you show empathy to their disclosure.

- C Confidentiality** | Explain the limits of confidentiality and who will have access to the information they share.
- A Acknowledge** | Their feelings, impact, and how difficult it may be to share.
- R Respond** | Offer choices about next steps and offer empathy, compassion, and support.
- E Empower** | Provide clear information about available options and avoid pressuring any particular action to happen.



## ARC MODEL

May be helpful for using with children and youth who have experienced trauma.

- A Attachment** | Focus on creating a safe and trusting relationship that offers consistency, stability, and warmth through your interactions.
- R Regulation** | Support the individual to regulate their emotions by being calm and empathetic, and offering grounding techniques such as mindfulness and deep breathing.
- C Competency** | Reinforce their strengths and empower them to make decisions for themselves.



## AFTER CARE & FOLLOW-UP

Build in after care/follow up with program participants. This could be offering a list of community resources for seeking additional information or support in responding to violence. This could also be building a collaborative relationship with an organization that offers counselling, education or support. If you are collaborating with other organizations or developing a list of community resources, ensure these resources are culturally relevant to your participants and community.



# INTRODUCTION

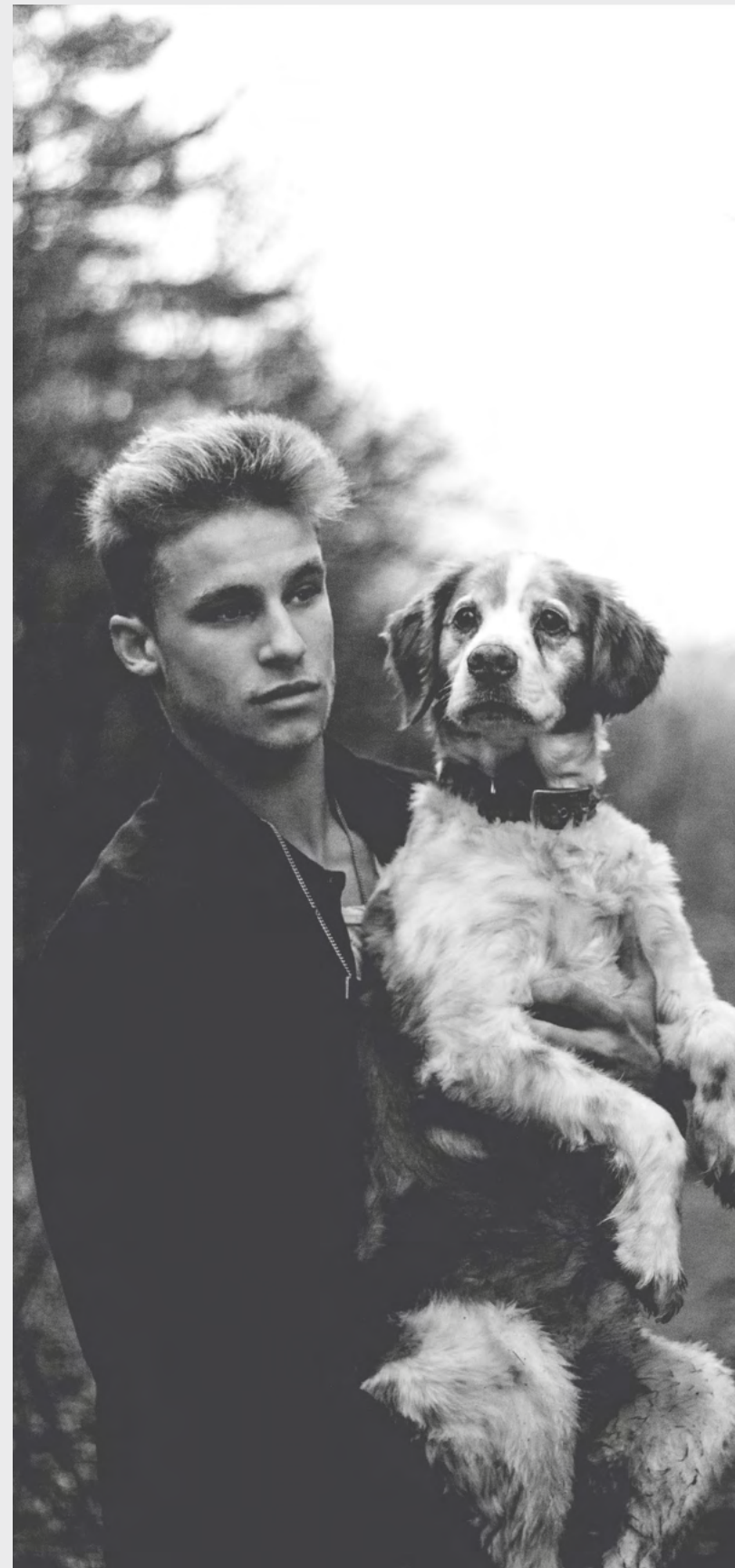
## LANGUAGE

As you introduce participants to your program, review the terminology you will be utilizing and discuss the importance of language and maintaining an openness to learning in relation to language to help ground the participants. This may include discussing using gender neutral language. As noted in the foundation, you may want to determine the terms you will be utilizing prior to implementation or alongside the participants to ensure the language is reflective of the participants' lived experience (see [Glossary](#)).



## INTENTIONS OF THE FRAMEWORK

Leading with the intentions of the program can help to set the stage and manage expectations participants have of the program. Stating the intended outcomes in the introduction including the overall goals can frame the intentions of the work. Ensure these outcomes are stated in an age-appropriate way. It may be helpful to include in the outcomes what you hope they walk away with including skills, knowledge, or key takeaways they will leave the program with.



## RATIONALE FOR THE FRAMEWORK

As the Framework weaves together GBV education and humane education, it may be helpful to share some of the foundational research (see the Research Summary on the [project website](#)). Sharing this in an accessible manner can support the participants in building connections between the topics you have chosen from the framework.

It may also build buy-in from the participants if you share the need within the community that led to the implementation of this program. Discussing ongoing challenges with GBV within the community can support participants in understanding how impactful the outcome of this program will be and the impact of the actions they take as allies.



## INTRODUCE SAFE SPACE

A safe space is essential to learning about becoming allies to prevent violence. It can be helpful to collaboratively create guidelines to set out safety at the beginning of these programs and refer to/review these guidelines at regular intervals.

The Promising Practices team offers some ideas for these guidelines as a starting point; however, your guidelines may include different elements or prioritize these guidelines differently. A priority in our guidelines is maintaining an openness to making mistakes as we all learn together. This means we may sometimes say or do something that has an impact on others that we do not recognize until we are informed. By being “humble and ready to fumble”, we recognize we are learning together and are safe to make mistakes to learn from together.

It can be helpful to discuss how to receive vulnerability as some of the discussions and learning you will be doing in your program may ask participants to be vulnerable. Discussing how vulnerability will collectively be received and responded to can create a sense of safety for sharing.



Outlining acceptable behaviour as well as safe ways of coping can set the stage for what is expected for participants. This may include outlining non-disruptive ways to disengage. You may want to offer alternative activities such as taking a brief walk, stretching, etc. for individuals who may need to take time for themselves. Outlining respectful ways to discuss ideas, share opinions, and respond to disagreements can support individuals in understanding acceptable ways to share space in the group. Clearly outline behaviour that is not acceptable (i.e., hate speech) and how these behaviours will be responded to.

Offer a relationship-building icebreaker to support participants in feeling comfortable to share. This could be a simple “get to know you” activity (i.e., two truths and a lie), or a more interactive activity (i.e., a team problem solving activity). Explore Resources on the [project website](#).

Find out what participants want included to create a safe space. The participants may feel a sense of ownership when they are able to set out the guidelines for their time spent together.





## EQUITY, DIVERSITY, INCLUSION, DECOLONIZATION

Discussing equity, diversity, inclusion, and decolonization in the introduction can set the stage for weaving this knowledge throughout your program (see [Glossary](#) for definitions). This may include discussing what voices are not in the room and how to include those voices in your discussion, activities, and the participants' allyship. Be conscious of discussing the voices in the room in a way that does not require individuals to disclose their identities.



## INTRODUCTION ICEBREAKER

Icebreakers can feel forced and uncomfortable but offer an opportunity to initiate relationship building. If you know your audience, consider selecting icebreakers based on activities that have had high engagement in the past. It may be helpful to select icebreakers that offer different levels of participation and engagement to meet the needs of the participants.

Sharing a story with the group can also serve as a low-engagement introductory activity. This could be a fictional or nonfictional story that the audience will connect with and will introduce the work of the program or topic. Ensure the story is age appropriate and offers a meaningful connection between the audience's community and the program being implemented.

Sensory or movement activities are also good grounding icebreakers (explore Resources on the [project website](#)).



# TRANSFORMING PERCEPTIONS OF GENDER



## MASCULINITY

The topic of masculinity may focus on the subtopics below and/or other subtopics that are relevant to your audience.

## IMPORTANCE OF MEANINGFUL MALE RELATIONSHIPS

When engaging male-identified individuals, consider engaging male-identified role models and facilitators to support with implementation.

### DISCUSSION IDEA

Ask what a role model is, and who the participants identify as their role models. This offers a space to discuss meaningful relationships in the audience's lives as well as being and seeking out healthy role models.



## MENTORSHIP OF & BY MALE LEADERS

As you are planning your program, consider ways to include mentorship from male-identified leaders in the work of violence prevention. This may be through collaborating with male-identified leaders in your community or through free resources and videos from male leaders in this space (list of free resources).

There may be participants in your audience seeking mentorship in their community. Discussing how to find and identify appropriate mentors and what a healthy mentorship looks like can help to guide participants to find further guidance as they become allies in their community.





## MAKING SPACE FOR MEN AND BOYS TO EXPERIENCE EMOTIONS

Emotions are a topic and subtopic in many of the pillars of the Framework. Engaging in activities regarding emotions may require an introduction to emotions at an age-appropriate level to support the identification and expressions of emotions. This may also include visuals and resources regarding specific emotions (explore Resources on the [project website](#)).

Make space for the participants to experience and express emotion, while acknowledging that emotions are not negative (including anger), however the expression of emotions can be unhealthy or have harmful impact.

## EMPOWERING MEN AND BOYS

Defining empowerment in an age-appropriate way can lead to a discussion regarding what it means to feel empowered and what it means to empower others (see [Glossary](#)).



## UNDERSTANDING MASCULINITY

Offer clarification regarding masculinity, what positive masculinity looks like in practice, and how to identify when ideas of masculinity are negative and harmful. This can include defining how negative ideas of masculinity can harm male-identified individuals, female-identified individuals, gender diverse individuals, and overall society.

## CREATE SPACE TO LISTEN

Throughout these topics and subtopics, create space to listen and share. Participants may connect differently with the topics and create space for learning from peers.



## GENDER

Gender is a topic that may be woven through the pillars in addition to being the main topic within this pillar (Transforming Perceptions of Gender). Explaining that gender is a social construct and the implications of this in relation to violence prevention, particularly when considering GBV, can lead to deeper learning of gender and violence prevention.

### GENDER EQUALITY AND CHALLENGING STEREOTYPES

Introduce the idea of gender stereotypes and discuss how harmful these stereotypes can be. Discuss how these stereotypes can be perpetuated by all genders, communities, and society.

Introducing gender equality and providing specific examples as well as collaborating to come up with ideas of what true gender equality could look like can begin to lay the foundation for the pillar “Living Well Together”.



## LOOKING AT PERCEPTIONS OF GENDER WITH A CULTURAL LENS

Explore perceptions of gender through a cultural lens and emphasize the importance of understanding how gender identities are shaped by cultural contexts. This can invite a more explicit integration of intersectionality, highlighting how factors such as race, class, and ethnicity intersect with gender to influence individuals’ experiences. This approach underscores the impact of these intersections not only on the formation of gender identities but also on disparities in access to resources, power, and opportunities. By examining these dynamics, participants may be encouraged to collaboratively discuss and critically assess the complexities surrounding gender in diverse cultural and societal settings.

In practice, this may look like discussing how gender roles and expectations are influenced by cultural practices and traditions – it may be helpful to use a case study or offer space for personal reflection. This may also look like discussing how participants’ experiences of gender are intertwined with their experiences of race, class, and ethnicity. It may be helpful to utilize case scenarios or personal reflection on how identity formation is shaped by culture, family, the larger society, etc.

When putting this into practice, you may need to navigate negative stereotypes being brought forward. Clarify and correct the negative stereotype and provide a counternarrative that may include research or real-life examples that challenge this stereotype. This may be an opportunity to invite participants to reflect on their perceptions and where stereotypes come from, as well as an opportunity to remind participants of the ground rules set at the beginning of the program.



## DECONSTRUCTING & UNDERSTANDING THE GENDER-BINARY AND ITS IMPACTS ON GBV

Focusing on deconstructing and understanding the gender binary and its impact on GBV begins by exploring what the gender binary is—the categorization of individuals strictly into two genders—and examines how this rigid framework shapes societal expectations and norms around gender roles. The discussion can then shift to the effects of the gender binary on GBV, emphasizing how the reinforcement of these binary distinctions often contributes to violence, discrimination, and marginalization, particularly for those who do not conform to traditional gender roles. By critically analyzing these dynamics, participants may be encouraged to reflect on the ways in which the gender binary perpetuates harmful stereotypes and exacerbates violence, while also considering strategies for challenging and deconstructing these limitations in order to promote more inclusive and equitable social environments.

### DISCUSSION ON REMOVING ANTHROPOMORPHOSIS OF ANIMALS

Define anthropomorphism and understand the role that gender plays in anthropomorphism. Examine how applying gender stereotypes to animals can be a way to understand how gender impacts our understanding of animals (i.e. demystifying neutering). An activity could include identifying gender characteristics we apply to animals and the negative impacts of this.

You may want to use this space to discuss speciesism and further develop empathy and understanding for non-human animals as well as ways to challenge speciesism in society.



## PATRIARCHY

Patriarchy underlies violence within society and deconstructing and challenging patriarchy can support participants in understanding how their role as allies can prevent violence.

### THE IMPACT OF PATRIARCHY & HOW TO DECONSTRUCT AND CHALLENGE IT

Explore the concept of patriarchy. Define it as a social system in which power and authority are predominantly held by men, and societal structures and norms are organized to reinforce male dominance and female subordination. This supports participants in understanding the impact of patriarchy and violence. Patriarchy shapes many aspects of life, including politics, the economy, family dynamics, and cultural expectations, often leading to the marginalization of women and non-binary individuals. By understanding patriarchy, participants are encouraged to examine how it influences power relations, perpetuates gender inequalities, and contributes to systemic oppression. Additionally, this section highlights the importance of critically challenging patriarchal structures to create more equitable and inclusive societies.

Discuss deconstructing patriarchy as a system of power rather than assigning individual blame or shame. Emphasize the importance of understanding patriarchy as a deeply ingrained societal structure that shapes norms, behaviours, and institutions, rather than a personal failing of any one group. The aim is to encourage critical thinking about how patriarchal systems perpetuate gender inequalities and influence power dynamics across various spheres, including family, work, and politics.



Rather than fostering shame, the discussion encourages participants to view patriarchy as a collective challenge that requires systemic change. By recognizing and analyzing these structures, participants are empowered to actively engage in dismantling patriarchal systems in ways that promote equity, inclusivity, and social justice.

## **SOCIAL IDENTITIES AND SYSTEMS OF OPPRESSIONS**

Explore the concept of social identities and the systems of oppression that shape and influence individuals' experiences in society. This helps participants understand the impact of GBV. Social identities, including race, gender, class, sexuality, ability, and others, are examined in relation to the larger societal structures that assign power and privilege based on these identities. Participants will learn how systems of oppression, such as racism, sexism, classism, ableism, and heteronormativity, intersect and interact, creating complex layers of advantage and disadvantage. The discussion highlights how these systems not only impact individuals' access to resources, opportunities, and rights, but also perpetuate inequality and social injustice. By critically examining these dynamics, participants are encouraged to understand the interconnectedness of various forms of oppression and to explore strategies for challenging and dismantling these systems to foster a more equitable and inclusive society.



## **ADDRESSING SYSTEMIC BARRIERS TO EDUCATING YOUTH**

Focus on addressing the systemic barriers that hinder the education of youth, particularly those from marginalized communities. This demonstrates the need for allies to provide peer education. This discussion explores how factors such as poverty, racial inequality, gender discrimination, and lack of access to resources create significant obstacles to educational equity. These systemic barriers can manifest in underfunded schools, non-representative curricula, limited support for students with disabilities, and unequal opportunities for higher education. Discuss the ways in which these factors affect educational outcomes and perpetuate cycles of disadvantage. The discussion encourages the identification of strategies and policies aimed at removing these barriers, promoting inclusive education, and ensuring that all youth, regardless of their background, have equal access to high-quality educational opportunities.





# ADDRESSING VIOLENCE

## INTRODUCTION TO VIOLENCE AND ABUSE

As this may be some participants' first formal introduction to the topic, offering a clear introduction to violence and abuse can structure a foundation for the importance of allyship.

### DEFINITIONS OF VIOLENCE AND WHAT IT MIGHT LOOK LIKE (OTHER THAN PHYSICAL)

Explain the different types of violence and abuse, and how abuse may be experienced, particularly in relationships. This helps build an understanding of the cycle of violence as well as the impact of all types of abuse (see [Glossary](#) for definitions).

Supporting participants in building an understanding that although violence is a choice, it can be unintentional. This supports participants in understanding that violence can be a normalized practice and education can challenge this.

- › This may be an opportunity to use age-appropriate stories and examples (see free resources).



## ANIMAL BEHAVIOUR AND VIOLENCE

Explaining that some behaviours which may not be identified as 'violent' between animals would be defined as violence between humans. This can lead to a discussion of survival and understanding animal behaviour.

### GENERATIONAL VIOLENCE

The concept of generational violence can be built into a discussion about colonialism. Examine how patterns of violence, abuse, and trauma may be passed down or resisted through multiple generations. Discuss the ways in which experiences of violence (physical, emotional, or structural) have lasting effects on individuals, families, and communities, influencing behaviours and attitudes toward conflict and relationships. This supports participants in understanding the importance of breaking cycles of abuse.



## THE VIOLENCE LINK

### FUNDAMENTAL KNOWLEDGE

Educate participants on the violence link (the link between animal and human violence and how we address the violence link as allies (see [Glossary](#) for definitions).

Share research that highlights the connection between violence against animals and humans (see the Research Summary on the [project website](#)).

### THE LINK BETWEEN POVERTY AND VIOLENCE

Explain the connection between poverty and violence to highlight the structures within society that create poverty. Discuss the challenges facing those experiencing poverty and how to challenge systems that perpetuate cycles of poverty.

### VIOLENCE AGAINST ANIMALS

Explain the different types of violence that may be perpetrated against animals (i.e., dog fighting) and ways to be an ally to animals, as well as how violence perpetrated against animals can be connected to violence within relationships (i.e., coercive control).



## GENDER-BASED VIOLENCE (GBV)

Discuss the intersections between GBV and other forms of oppression, such as racism, classism, ableism, homophobia, and xenophobia to highlight how GBV and other systems of oppression require collaborative responses that address multiple factors. Explore how individuals experiencing multiple marginalized identities are disproportionately affected by both GBV and other systems of discrimination. These overlapping oppressions compound the impact of violence, creating unique barriers to safety, justice, and support.

Recognize that GBV impacts male-identified individuals and discuss how male-identified individuals can join the movement to end GBV.

Consider discussing what makes violence “gender-based” to further demonstrate how male-identified individuals can help. This includes discussing differences in rates and impacts of violence and help-seeking based on gender.



## SURVIVORS

Discuss the importance of survivor voices and how to uplift survivor voices in a manner that is trauma-informed and that also acknowledges the barriers that a survivor faces in using their voice.

Highlight the need to believe survivors. Discussing the role of an ally in believing survivors supports participants understanding of how to respond if a survivor discloses to them. Offer a clear way to respond to a survivor within the participant's expertise: respond to the survivor with support and learn about available community supports to share with the survivor.

Discuss ways to identify violence and unhealthy relationships to support participants in understanding the call to action as upstanders and as allies.

Explain that every individual experiencing violence may respond differently and that being trustworthy and supportive can offer natural opportunities to be an ally to others. Consider discussing safe ways to check in and to see if someone needs support.



## UNDERSTANDING SURVIVORSHIP AND AGGRESSION

Explore the complex relationship between survivorship and aggression, emphasizing that these experiences are not mutually exclusive but can co-exist within individuals. This discussion challenges the binary thinking that often frames survivors as passive victims and aggressors as solely harmful perpetrators. Recognize that survivors of violence can also exhibit aggression, and that aggressors may have experienced trauma themselves to encourage a deeper understanding of the psychological, social, and emotional dynamics at play. This approach highlights the need to view experiences of violence through a nuanced lens, where power, control, and survival mechanisms intersect in complex ways.

## METHODS TO ADDRESS VIOLENCE

Offer tangible ways for participants to act as allies within their own communities by discussing methods to address violence that consider safety and context.

- › For example, participants can share their learning with their friends and family, which showcases how programming embedded with a GBA+ and gender-transformative lens can prevent harm against humans and animals.



## NON-VIOLENT COMMUNICATION

Introduce the concept of non-violent communication, a communication method that uses understanding, empathy, and collaboration to reduce conflict and promote emotional well-being. Nonviolent communication emphasizes the importance of expressing needs, feelings, and observations without judgment or blame, and encourages active listening and compassion in conversations.

Discuss what animals can teach us about non-violent communication, highlighting how many animal species use instinctive forms of communication to resolve conflicts and maintain social harmony. Explore how animals communicate through body language, vocalizations, and subtle signals and discuss how we can express our needs, emotions, and boundaries without resorting to violence or aggression.

Examine how “violent” communication may often be a response to past trauma rather than an inherent characteristic of the individual. Explore the ways in which individuals who have experienced trauma, whether physical, emotional, or psychological, may resort to aggressive or defensive communication. Encourage participants to utilize a compassionate approach to communication, recognizing that behaviours often perceived as violent may be rooted in deep emotional pain. This underscores the importance of fostering understanding and emotional safety to break the cycle of trauma-driven responses.



## ADDRESSING MICROAGGRESSIONS AND USING MICROAFFIRMATIONS

Define microaggressions as subtle, often unintentional verbal, behavioural, or environmental indignities that convey derogatory or dismissive messages toward marginalized groups. Discuss the impact microaggressions have on individuals and the community. Promote understanding and accountability in participants by discussing how to recognize and respond to microaggressions in everyday interactions. Consider utilizing a practice activity to exercise addressing these types of comments in a way that is calm and invites reflection and awareness.

Introduce the concept of microaffirmations, which are small, intentional acts of recognition, validation, and support that affirm and empower individuals, particularly those from marginalized groups. Discuss how to incorporate microaffirmations into daily interactions to foster an environment of inclusion and respect. Emphasize to participants that even small, everyday actions—such as validating someone’s experience, recognizing their contributions, or acknowledging their presence—can create a profound sense of belonging and psychological safety.





## CHILDREN

For younger children, strategies might focus on teaching emotional regulation, setting healthy boundaries, and modeling non-violent conflict resolution in safe, supportive environments.

## ADOLESCENTS

Adolescents may benefit from more complex discussions around power dynamics, consent, and healthy relationships, alongside tools for recognizing and addressing bullying or peer violence.

## ADULTS

For adults, interventions may include trauma-informed care, legal advocacy, and counseling services that address the long-term psychological and physical impacts of violence.

Discuss the importance of fostering a culture of prevention, support, and healing throughout an individual's life, where violence is understood as a social issue that requires tailored responses at every age and the need for communities to create environments that protect individuals from harm, promote recovery, and contribute to breaking cycles of violence across generations.

## LIFE CYCLE APPROACH

Explore the life cycle approach in addressing violence, emphasizing the importance of ensuring that strategies to prevent, intervene in, and heal from violence are age-appropriate and tailored to the developmental needs of individuals at different stages of life. Recognizing that children, adolescents, and adults experience and respond to violence differently, the life cycle approach encourages interventions that are sensitive to these variations in cognitive, emotional, and social maturity.



# RESPECTING BOUNDARIES



## BOUNDARY COMMUNICATION

Discuss the importance of boundary communication in the context of violence prevention, highlighting how clear and respectful communication of personal boundaries can play a crucial role in reducing the risk of violence.

Boundaries—whether physical, emotional, or psychological—are essential for maintaining healthy relationships, fostering respect, and ensuring personal safety. Effective boundary communication involves expressing one’s limits in a direct yet respectful manner and listening actively to the boundaries of others.

## HUMAN AND ANIMAL BODY LANGUAGE

Explore the role of body language in communication, drawing comparisons between human and animal behaviours to better understand non-verbal cues and their impact on relationships. Both humans and animals rely heavily on body language to express emotions, establish boundaries, and signal intent. Understanding these non-verbal cues—such as posture, facial expressions, gestures, and proximity—can help individuals interpret and respond to underlying feelings like fear, aggression, or comfort.

## SETTING BOUNDARIES

Discuss how to set boundaries through clear communication of personal limits, whether they are physical, emotional, or psychological, and ensure that others understand and respect these limits. Explore strategies for identifying boundaries and how to express them assertively without feeling guilty or aggressive. Discuss how boundaries should be flexible and will likely need to be adjusted depending on the context and the relationship.





## CROSSED BOUNDARIES

Provide guidance on what to do if personal boundaries are crossed or not respected, emphasizing the importance of responding in a clear, assertive, and constructive manner. Understanding how to respond effectively is key to maintaining personal safety and reinforcing healthy relationships.

- › Recognize the signs of a crossed boundary and how to communicate that the boundary has been crossed.
- › Explore strategies for maintaining personal boundaries when others persistently cross them. When boundaries are repeatedly and intentionally crossed, they are no longer being respected. Discuss seeking support and who to seek support from.
- › Emphasize the importance of self-care and emotional resilience.
- › Highlight that the individual whose boundaries have been crossed is not at fault.



## THE LADDER OF AGGRESSION

Introduce the “Ladder of Aggression” in dogs, a concept used to describe the gradual escalation of behaviours dogs may exhibit when they feel threatened, anxious, or overstimulated. The ladder starts with subtle signs of discomfort, such as turning away or avoiding eye contact, and escalates to more overt behaviours like growling, snapping, or even biting. Understanding this progression is key to recognizing when a dog is becoming increasingly stressed or defensive, allowing for early intervention to prevent more severe reactions.

Discuss how the ladder of aggression applies to human interactions as well. While humans do not follow the same biological instincts as dogs, similar patterns of escalating behaviour can occur in conflict situations. In both humans and dogs, there are early warning signs of discomfort or distress that, when recognized, can help prevent escalation.

Teach how to better recognize these early warning signs and intervention strategies to de-escalate the situation.



## INTERRUPTING VIOLENCE

Emphasize that participants are not obligated to intervene directly if they do not feel safe and offer alternative ways of safely interrupting violence if you cannot intervene directly.

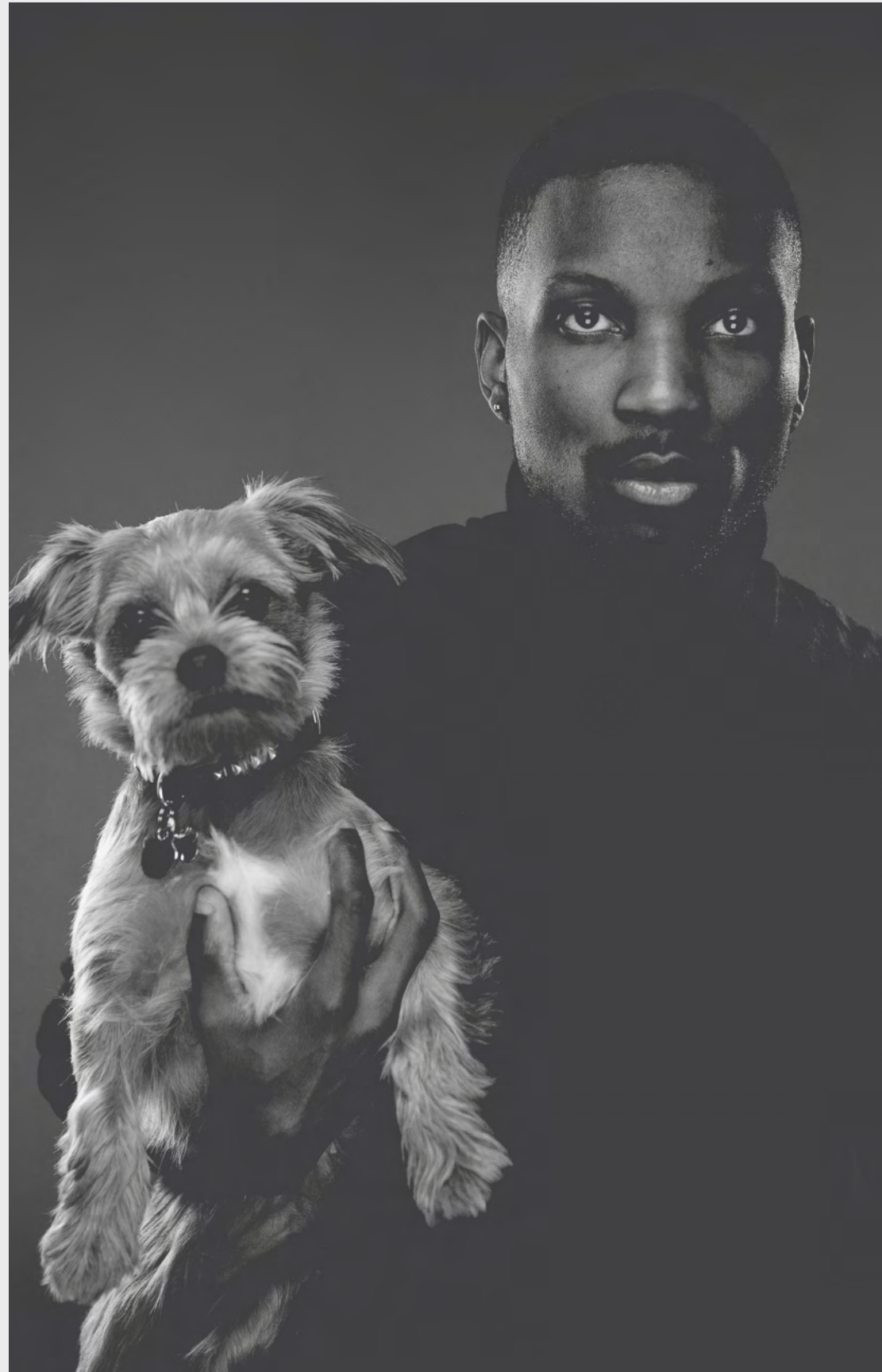
Focus on bystander intervention as a crucial strategy for interrupting violence and supporting individuals who may be at risk. Discuss how to recognize harmful situations, and how to take action to prevent escalation, help, or create a safer environment. Call the participants to intervene in ways that help de-escalate the situation without putting themselves or others in danger.

Emphasize the importance of safety—both for the bystander and the person being harmed—when considering how to intervene and appropriate strategies depending on the context.

## NON-HUMAN COMMUNICATION STRATEGIES

Discuss animal body communication, which offers insights into non-verbal cues and the dynamics of aggression, fear, and trust. Animals use body language to express emotions, communicate boundaries, and signal their intentions. By observing these non-verbal cues, we can better understand their needs and avoid misunderstandings or potential harm, both in animal-human interactions and in human conflict resolution.

Draw parallels between animal and human communication, to better understand how to read and respond to non-verbal cues in interactions.



## THE WEAPONIZING OF BOUNDARIES

Discuss how boundaries, when misused, can be weaponized to manipulate, control, or harm others. Explore how to recognize when boundaries are being weaponized and the importance of distinguishing between healthy, respectful boundary-setting and manipulative, controlling behaviour.

Teach how to assertively protect one's own boundaries and how to support others who may be experiencing boundary manipulation.

Understanding how boundaries can be weaponized is crucial for recognizing and responding to unhealthy or abusive dynamics, and for empowering individuals to maintain their autonomy and well-being.

## BOUNDARIES, CULTURAL WORLDVIEWS & THE IMPACTS OF COLONIZATION

Boundaries are deeply influenced by cultural worldviews, and these worldviews have been shaped by historical processes, particularly colonization. Discuss the intersection of cultural worldviews and boundaries.



## BOUNDARIES WITHIN SELF

Focus on the importance of developing a strong internal sense of boundaries that protect emotional, mental, and physical well-being.

### SELF-REGULATION

- › Focus on defining, understanding, and developing self-regulation.
- › Through developing self-regulation, participants can respond thoughtfully rather than react impulsively, helping to prevent harmful behaviours and emotional overload.

### SELF-AWARENESS

- › Focus on defining, understanding and developing self-awareness.
- › Through developing self-awareness, participants can recognize and understand their own emotions, thoughts, behaviours, and how they influence individuals and relationships.

### TOOLS FOR SELF-REGULATION

- › Provide practical strategies and techniques that individuals can use to manage their emotions, thoughts, and behaviours in a healthy and productive way.
- › For example: teach box breathing, mindfulness, or positive affirmations



## SELF-REGULATION AND NEURODIVERSITY

- › Explore self-regulation through the lens of neurodiversity, acknowledging that individuals with autism, ADHD, dyslexia, or other neurodivergences face unique challenges and have specific needs when it comes to managing their emotions, thoughts, and behaviours. Traditional strategies for self-regulation may not always be effective or may require adaptations.
- › Understanding these differences helps develop individualized tools and approaches that promote emotional well-being and effective self-regulation.

### HANDLING REJECTION

- › Discuss rejection sensitivity and why rejection sensitivity may be common. Discuss self-compassion and its role in managing rejection. Explore how to develop self-compassion, emotional resilience, and stress management.
- › Discuss strategies for handling rejection (i.e., managing the emotional impact, learning from the experience, and taking steps to protect mental and emotional well-being).





## BOUNDARIES WITHIN RELATIONSHIPS

Define different types of boundaries within relationships. Understand healthy and unhealthy boundaries and strategies for developing healthy boundaries within a relationship.

### EMBRACING DIFFERENCES AND SIMILARITIES

- › Embracing differences and similarities across people, animals, and cultures is essential for fostering mutual respect, empathy, and connection in both human and non-human relationships.
- › Explore the value of embracing differences and similarities in various dimensions of life and offer strategies for cultivating a mindset of inclusivity.

### CULTURAL NORMS AND BOUNDARIES

- › Discuss how cultural norms and boundaries are deeply interconnected, as they both shape the way individuals interact with each other and the world around them.
- › Recognize the role of cultural norms in influencing boundaries and practice adapting the approach to communication and behaviour accordingly.



## CONSENT

- › Define consent and discuss how it applies in different types of relationships.
- › Explore ways to promote consent in different types of relationships.

## BOUNDARIES AS A CULTURAL CONSTRUCT

- › Explore how boundaries can function as collective constructs shaped by cultural norms, societal expectations, and group dynamics.
- › Discuss how boundaries can vary widely depending on cultural backgrounds, personal experiences, and social contexts.
- › Understanding boundaries as both individualistic and collective helps to navigate the balance between personal autonomy and group cohesion, ensuring that boundaries are respected and upheld in diverse settings.

## BOUNDARIES WITH ANIMALS

Discuss animal boundaries and how interactions need to be respectful of those boundaries.

### BOUNDARIES WITH SERVICE ANIMALS

Discuss the importance of respecting the boundaries of both the animal and their human to ensure that the animal can do their job effectively and that the individual's rights and needs are upheld.



# LIVING WELL TOGETHER

“Living well together” is a concept that emphasizes the importance of cooperation, mutual respect, and empathy in creating communities where all life coexists harmoniously. This pillar is about cultivating meaningful relationships, promoting inclusivity, and addressing the underlying dynamics that can either support or undermine collective well-being. Living well together is grounded in the recognition that we are interconnected, and our actions, attitudes, and boundaries all play a role in shaping the quality of our relationships with others.



## HEALTHY RELATIONSHIPS

- › Discuss key characteristics and behaviours of healthy relationships and how to build healthy relationships.
- › Discuss how to recognize and address unhealthy relationship dynamics.

## THE IMPORTANCE OF MEANINGFUL CONNECTION

Meaningful connections foster healthy relationships, build trust, and create communities where individuals feel valued, supported, and understood.

- › Explore how meaningful connection helps individuals develop empathy, emotional regulation, and communication skills, which are essential for de-escalating conflicts and reducing harmful behaviours.
- › Explore how nurturing strong, positive connections can break cycles of violence and create environments where respect, safety, and cooperation are the norms.
- › Explore how to create meaningful connections.



## DIFFERENT CONTEXTS FOR AND RELATIONSHIPS WITH ANIMALS

- › Discuss the various contexts in which animals are part of human lives and the diversity of human-animal relationships. This fosters respect, empathy, and ethical treatment across different settings.

## CULTURAL SENSITIVITY AND RELATIONSHIPS

- › Discuss how violence can manifest in different forms—physical, emotional, psychological—and how the causes, responses, and solutions to violence are often shaped by deeply ingrained cultural norms, values, and practices.
- › Explore how to approach violence prevention with cultural sensitivity to ensure that strategies align with the needs and beliefs of the community.

## HEALTHY RELATIONSHIPS AND THE CYCLE OF VIOLENCE

- › Discuss the dynamics of healthy relationships, and how to recognize and address the cycle of violence to help break harmful patterns and promote non-violent, supportive environments.
- › Discuss the dynamics of healthy relationships with animals, and how to recognize the cycle of violence in animal-human interactions to help promote compassion, responsible pet guardianship, and the ethical treatment of animals.



## ENDING NON-ROMANTIC RELATIONSHIPS

- › Discuss how to recognize when a relationship needs to end and explore healthy strategies for ending relationships. Consider communication, timing, setting, and boundaries.
- › Discuss healthy ways to handle emotional reactions and boundaries for post-relationship interactions.

## HEALTHY METRICS FOR EVALUATING FRIENDSHIP

- › Discuss healthy metrics for friendships including mutual respect, trust, reliability, emotional support, empathy, balance, respect, autonomy, communication, shared values, growth, positivity, acceptance, and enjoyment.





## HEALTHY COMMUNICATION

Explore the components of healthy communication (active listening, nonviolent communication, emotional regulation, assertive communication, conflict resolution, setting boundaries, empathy, de-escalation, accountability, and responsibility).

Integrating these communication practices into daily life can help prevent violence, foster understanding, and create healthier relationships within families, communities, and society.



## CONFLICT RESOLUTION

- › Discuss what conflict is and why it arises.
- › Equip participants with tools to navigate differences without resorting to aggression or harm.
- › Explore de-escalation techniques that allow individuals to stop potentially violent situations.
- › Practice active listening, identifying common ground to encourage collaboration and problem solving.
- › Discuss the impact of language and boundary setting in relation to conflict resolution.
- › Develop problem solving skills and a solution-focused approach.
- › Highlight emotional regulation techniques to support conflict resolution in challenging situations.
- › Practice acknowledging when harm has been caused and offering a sincere apology.
- › Discuss when to seek mediation or support. Discuss different supports for conflict resolution, such as resources and people in the community.

## CONSENT AND HEALTHY RELATIONSHIPS

- › Define consent and discuss the importance of respecting boundaries and how consent is an ongoing conversation in a healthy relationship.
- › Explore how power imbalances can influence consent and how to recognize coercion or manipulation. Discuss the importance of respect for autonomy in all relationships, regardless of gender, social status, or other factors.





## HEALTHY COMMUNITIES

Discuss the dynamics of healthy communities and how they contribute to safety and well-being. Explore the need for strong social connections, access to resources, and a collective commitment to a culture of respect and care.

## DECOLONIZING OUR CULTURE AND SYSTEMS

- › Discuss the historical, social, and political legacies of colonialism, which have perpetuated violence, oppression, and inequality. Decolonization is crucial for creating healthy communities that are inclusive, just, and safe for everyone.
- › Honour Indigenous knowledge, practices, and values.
- › Collaborate with Indigenous knowledge holders to understand key Indigenous teachings.
- › Discuss how to challenge and transform systems that have historically marginalized or harmed certain groups.

## THE CONCEPT OF CARE

- › Educate participants on the importance of self-care and care for others as foundational practices in violence prevention and promote the idea that caring for others is a collective responsibility that contributes to the health and safety of the whole community.
- › Encourage active bystander intervention in situations of violence as an expression of care for others and explore the importance of self-compassion.
- › Explore communication styles that focus on validating others' feelings and needs and empathy-focused conflict resolution.
- › Explore restorative justice practices that focus on repairing harm and fostering empathy between those harmed and those responsible.



## THE 5 DOMAINS & MASLOW'S HIERARCHY OF NEEDS

Define the Five Domains of animal welfare and discuss how they relate to healthy communities for animals:

- › Physical environment
- › Nutrition
- › Health
- › Behavioural interactions
- › Mental state

Defining Maslow's Hierarchy of Needs and understanding how the hierarchy relates to healthy communities for humans:

- › Physiological
- › Safety
- › Love/belonging
- › Esteem
- › Self-actualization

Compare the Five Domains and Maslow's Hierarchy of Needs to build healthier communities and prevent violence.



## ONE HEALTH/ONE WELFARE

One Health/One Welfare as a way to view relationships (interconnectedness).

- › Define One Health/One Welfare and offer examples of One Health/One Welfare solutions.
- › Exploring interconnectedness in relationships within community and connecting to Indigenous views of interconnectedness.

## ANIMAL SENTIENCE

- › Define animal sentience; recognizing the sentience of animals plays a crucial role in violence prevention by fostering empathy, respect, and non-violent attitudes towards all living beings.
- › Explore animal advocacy within social justice and recognize the need for animal compassion within community-building strategies.

## HEALTH & WELLBEING

- › Explore the concept of health beyond just physical; encompass emotional, mental, and social well-being.
- › Discuss the prevention of violence escalation through understanding its connections to health through stress, unresolved trauma, or poor coping mechanisms.





# EMPOWERED ACTION

Empowered Action emphasizes the need to feel a sense of responsibility as a member of society towards ending violence, which means taking action as an ally.

## ACTION IN COMMUNITY

- › Discuss collective efforts that engage individuals, groups, and organizations in addressing the root causes of violence, creating safe spaces, and promoting positive behaviours within the community.
- › Consider community action in digital settings, including digital platforms and social media as well as exploring the increase in tech-facilitated GBV.



- › Discuss the role of bystanders in violence prevention through building confidence and skills to ensure participants can intervene as an empowered action. Discuss the barriers that make bystander intervention challenging.
- › Explore ways to create a culture of accountability. Discuss the role everyone plays in preventing violence and ways to hold individuals accountable in public and private settings.
- › Discuss using humane education proactively and carrying humane education into different environments and contexts as a method of empowered action.
- › Explore tangible ways to be an advocate and discuss the challenges in advocacy as well as considerations of being an ally advocating for violence prevention.
- › Explore methods of engaging male-identified individuals to engage in allyship such as supporting feminist, broader social justice movements.
- › Discuss how to equip individuals with the knowledge, skills, and confidence to take positive action in their communities (including how to recognize signs of violence, how to safely intervene, how to support those impacted by violence, and how to advocate for change).
- › Discuss the need to create safety for people and animals by recognizing the connection between human/animal wellbeing, educating the community about the violence link, and exploring ways to advocate, build and support community programs that meet human/animal needs.



- › Emphasize the importance of empowering male identified individuals to actively engage in violence prevention efforts, both as leaders and participants, while recognizing and valuing the contributions and leadership of female-identified and gender-diverse individuals in this work.
- › Explore the concept of cultural change and develop strategies to foster a shift in attitudes, behaviours, and norms that contribute to preventing violence within communities.
- › Understand restorative justice principles and practices and develop the skills to apply restorative approaches as a means of addressing harm, fostering accountability, and promoting healing in the context of violence prevention.
- › Explore the concept of compassionate action toward animals and understand how promoting empathy and respect for all living beings can contribute to a broader culture of non-violence.
- › Develop the skills to call each other in and hold one another accountable in a constructive, supportive manner, fostering a culture of mutual responsibility and respect.
- › Understand microaffirmations and learn how to use them to promote equity, inclusion, and respect, fostering a supportive environment that actively contributes to violence prevention.



## ACTION WITHIN SELF

- › Discuss self-reflection and personal growth to identify and address attitudes, behaviours, and beliefs, fostering internal change as a foundational step in promoting healthier relationships.
- › Develop media literacy skills to critically analyze and challenge harmful stereotypes and messages in media, fostering a more informed and responsible approach to violence prevention and promoting positive social norms.
- › Discuss the importance of seeking forgiveness and engaging in restorative practices after having perpetuated violence and develop skills to take accountability to work towards healing in relationships and communities.
- › Recognize the importance of creating spaces where all individuals can share their voices and experiences, fostering inclusive dialogue as a component of violence prevention.
- › Discuss how to process and take accountability for harmful behaviours, including discussions around self-forgiveness, guilt, and responsibility. Explore practical strategies for making amends and committing to positive, non-violent actions.



# CONFIDENT & AUTHENTIC SELF EXPRESSION

Develop the skills for authentic and confident self-expression and emotional resilience, communicate openly, and promote non-violent, respectful interactions.

## WITHIN THE SELF

- › Discuss authenticity and ways to self-express that foster respect, empathy, and non-violence, while challenging societal pressures to conform to harmful norms.
- › Explore gender-transformative approaches that challenge rigid binary norms. This empowers participants to embrace their true selves, express their diverse interests, and set personal goals that align with their authentic identities, all while fostering respect and non-violence in their relationships and communities.
- › Recognize the importance of self-care as a foundational practice for personal well-being. Develop strategies to nurture mental, emotional, and physical health, which support the ability to engage in violence prevention.
- › Discuss how to practice self-compassion, cultivating a mindset of kindness and patience toward themselves, which enhances emotional resilience and supports their role in preventing violence and fostering positive relationships.



- › Develop empathy by actively listening, understanding, and connecting with the emotions and experiences of others, fostering compassionate interactions and promoting a culture of non-violence.
- › Understand self-validation and develop the skills to acknowledge and self-affirm experiences, emotions, and worth, fostering a sense of self-respect and emotional resilience that supports healthier, non-violent interactions with others.
- › Explore strategies for recovery and healing, both for those who have been subjected to violence and for those who have engaged in harmful behaviours, developing the skills to seek support, take responsibility, and promote restorative practices that contribute to personal growth and violence prevention.
- › Develop critical self-reflection and self-monitoring, particularly around difficult topics related to violence prevention. This fosters a mindset of continuous growth, accountability, and openness to learning to create positive change within the self and within community.



- › Explore self-monitoring strategies, including how to recognize and reflect on thoughts, emotions, and behaviours. This enables the identification of potentially harmful actions and supports non-violent choices and positive interpersonal interactions.
- › Discuss the concept that past behaviours, such as the poor treatment of animals, do not define future actions. Develop strategies for making positive changes by fostering empathy, responsibility, and respect for all living beings as part of a broader commitment to violence prevention.



## EMOTIONS

- › Explore emotional regulation, using strategies such as mindfulness and emotional awareness to prevent reactive behaviours and foster healthier, non-violent interactions.
- › Discuss how to pause and process emotions before reacting, cultivating emotional awareness and self-regulation skills that support thoughtful, non-violent responses in challenging situations.
- › Explore the ability to recognize, accept, and express emotions in healthy and constructive ways, fostering emotional authenticity and promoting non-violent communication.





## EDUCATION

- › Understand how anti-oppressive education fosters an environment that encourages confident self-expression, empowering individuals to embrace their authentic identities while challenging harmful societal norms and promoting non-violence.
- › Develop the knowledge and skills to report suspected abuse—whether human, animal, or online—safely and responsibly, understanding the distinction between tattling and responsible reporting. Empower participants to act in ways that promote safety, accountability, and justice.
- › Explore the principles of humane education, developing a deeper empathy for animals and an understanding of their well-being. This will contribute to a culture of compassion and non-violence, both toward animals and within human relationships.



## ADVOCACY

- › Develop the skills to advocate for the self and others, effectively communicating needs while promoting healthy, non-violent interactions and mutual respect.
- › Understand the concept of animal justice, recognizing the ethical responsibility to protect the well-being of animals, and explore how advocating for animal justice contributes to broader efforts of non-violence and respect for all living beings.

## RELATIONSHIPS

- › Explore healthy models of relationships, both friendships and romantic, including principles such as mutual respect, communication, boundaries, and emotional support, which contribute to building non-violent, positive connections.
- › Recognize the importance of seeking external and collective support when addressing issues of violence, understanding that community resources, collaboration, and shared responsibility play a vital role in creating safer, more supportive environments.



# GLOSSARY



## A

### ACCESSIBILITY

The quality of being reachable and easily understood; programs designed and created with accessibility in mind are inclusive for all individuals, in which individuals with differing abilities can utilize and participate effectively and equitably.

### <sup>1</sup>ACCOMPLICE

Individuals taking action to support survivors

#### NOTE

This may hold a specific meaning in criminal justice circles and “ally” may be the better word utilized in some circumstances.

### ACCOUNTABILITY

The responsibility of individuals or organizations to explain, justify, and take ownership of their actions, decisions, and outcomes. This involves being answerable for the results of one’s behaviour or performance and being willing to accept the consequences of those actions.

### ACT

Awareness, Collaboration, Tools

### ACRM

Adaptive Collaborative Response Model

### ADVOCACY

The act of supporting, uplifting, or championing a cause, policy, idea, or group of people with the goal of creating positive change or addressing a specific issue.

### AFTER CARE

The support provided after completion of a program to ensure ongoing progress towards program goals.

### <sup>1</sup>AGGRESSORS

The individual identified by the survivor who demonstrates aggressive, and/or violent, and/or abusive behaviour.

### <sup>2</sup>ALLY

Individuals taking actions to support survivors.



## ANIMALS

Encompasses companion, service, and farmed animals.

## ALLYSHIP

The act of supporting marginalized groups or individuals.

## 7 ANIMAL COLONIALISM

Deeply intertwined with the interlocking forces of settler colonialism; involves the devaluation and assault of Indigenous animals to disrupt non-anthropocentric Indigenous knowledge systems. Demystifies sacredness embedded in Native worldviews by severing the connection between nonhuman animals and the sacred.

## ANIMAL JUSTICE

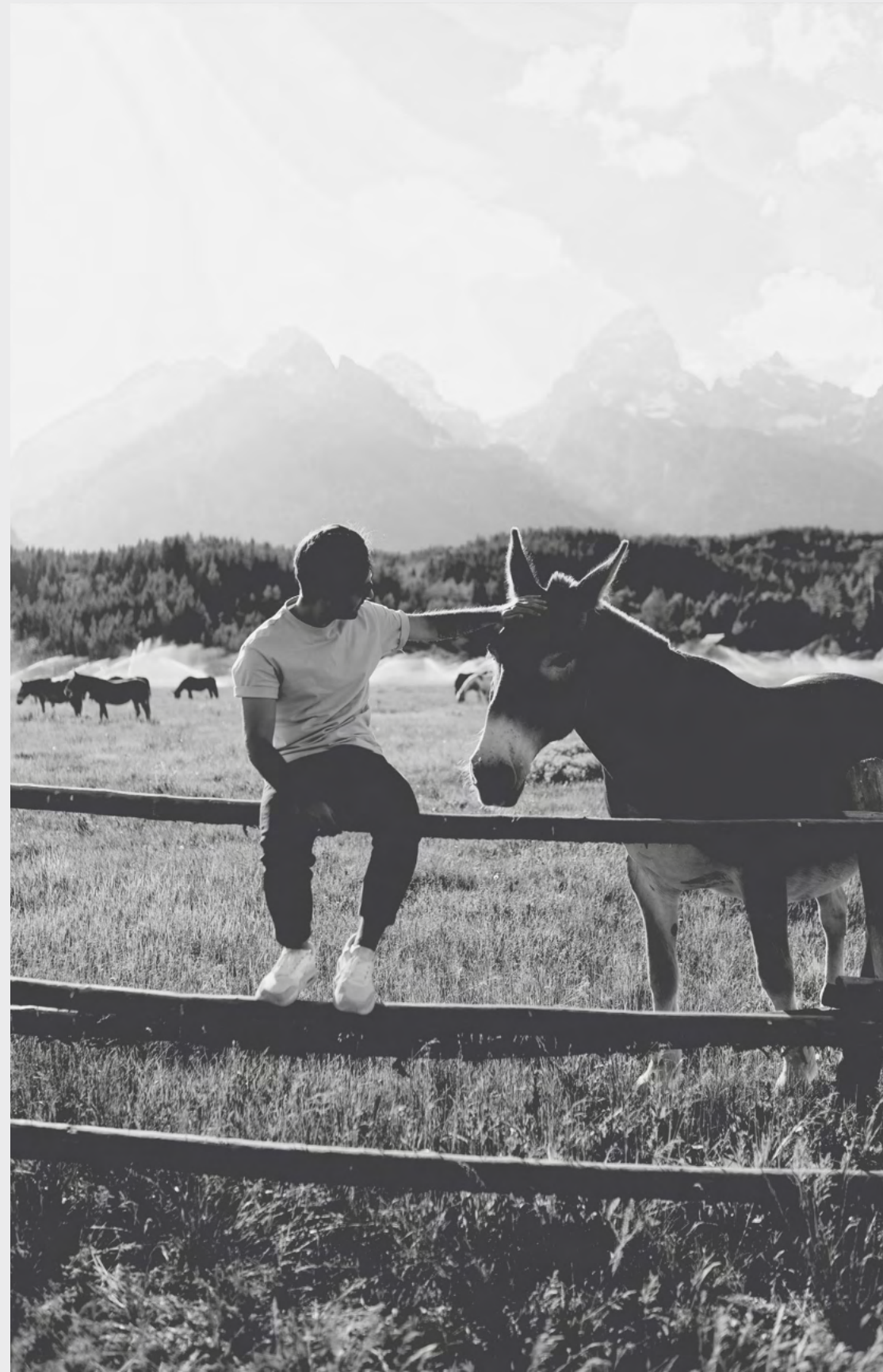
The ethical and legal principles that advocate for the fair treatment, protection, and rights of animals, while promoting the recognition of animals as sentient beings with inherent value, and advocates for their protection through laws, policies, and societal changes.

## ANIMAL MALTREATMENT

Actions or neglect that cause physical or psychological harm to animals.

## ANIMAL PROTECTION

Enforcement of animal care and welfare standards for animals.



## 13 ANIMAL SENTIENCE

For an animal to be sentient means that they can experience pain and pleasure, and that these experiences matter and have importance to them.

## ANTHROPOMORPHISM

The attribution of human characteristics, emotions, or behaviours to non-human entities.

## ANTI-OPPRESSIVE EDUCATION

An approach to teaching and learning that actively challenges and seeks to dismantle systems of oppression, such as racism, sexism, homophobia, classism, and ableism, within educational settings. It emphasizes creating inclusive, equitable, and socially just learning environments where all students, regardless of their background or identity, feel valued and respected.

## AWARENESS

Creating attention, engagement, and generating opportunities for individuals, organizations, and the general public to learn about an important issue, challenge, or community need.





## BOUNDARIES

Physical, mental, or emotional limits set to protect well-being.

## BURNOUT

The experience of mental, emotional and/or physical exhaustion due to work or related stress.

## BYSTANDER INTERVENTION

Taking action to prevent or respond to a situation where someone may be at risk of harm, such as witnessing bullying, harassment, or violence. It involves individuals stepping in, either directly or indirectly, to intervene in a way that can support the person in need and help prevent further harm.

## B

### BEST PRACTICE

A method, technique, or process that is considered the most effective and efficient way to achieve a desired outcome based on experience, research, or expert consensus.

### BIPOC BLACK, INDIGENOUS, AND PEOPLE OF COLOUR

Boarding Program A program for companion animals and/or larger animals where the animals stay in a facility and receive care, some of these programs are at a cost.

### BODY LANGUAGE

The non-verbal signals and cues that people or animals use to communicate their feelings, thoughts, or intentions through gestures, facial expressions, posture, eye contact, and other physical movements.



# C

## CLVC

Canadian Violence Link Coalition

## COERCIVE CONTROL

Utilizing harm or threats of harm (particularly in the case of towards animals) to control a survivor of gender-based violence.

## 9 COLONIALISM

A process of attempted or actual imposition of policies, systems, institutions, cultures, and more, by settler governments with the purpose of continuing the occupation of Indigenous territories and control over Indigenous people, communities, and Nations.

## 9 COLONIZATION

The process by which Europeans inflicted cultural violence and invaded and occupied Indigenous national territories. Also includes practices that target specific aspects of culture as a way to justify direct or structural violence.

## COLLABORATION

Working together with other organizations, sectors, individuals, and communities for a common goal.



## COLLABORATIVE CARE

Support services working together to offer a wraparound support.

## COLLECTIVE CONSTRUCT

A concept, belief, or idea that is developed and shared by a group of people, rather than being an individual perspective. It emerges from the collective understanding, experiences, or social interactions of a community, culture, or society. Collective constructs shape how people perceive and interpret the world, influencing group behaviour, norms, values, and expectations.

## COMPANION ANIMALS

Animals viewed as companions and members of the family unit.

## COMPASSIONATE ACTION

An action taken with the intention of alleviating the suffering or hardship of others, driven by empathy, kindness, and a desire to help. It involves recognizing the pain or difficulty someone is experiencing and responding with care, understanding, and a willingness to support or comfort them.



## COMPASSION FATIGUE

The emotional exhaustion and indifference associated with working in helping professions

## CONCEPTS OF CARE

The ideas, principles, and practices that shape how care is understood, provided, and experienced in various contexts, such as healthcare, caregiving, or social services. These concepts encompass the values, ethical considerations, and interpersonal dynamics that guide the act of caring for others, especially those who are vulnerable or in need of support.

## CONFIDENTIALITY

Ensuring the privacy for survivors and their information

## CONFIDENT SELF EXPRESSION

The ability to communicate one's thoughts, feelings, values, and identity openly and assertively, without fear or hesitation. It involves being true to oneself and expressing one's ideas, needs, and emotions clearly and respectfully, while also being comfortable with one's own voice and perspective. Confident self-expression is rooted in self-awareness and self-acceptance, allowing individuals to present themselves authentically and stand firm in their beliefs or desires, even in the face of challenges or opposition.

## CONFLICT RESOLUTION

The process of resolving a disagreement or dispute between two or more parties in a constructive and peaceful manner. It involves addressing the underlying issues, communicating effectively, and finding mutually acceptable solutions that satisfy the needs or concerns of all involved.



## CONSENT

The voluntary, informed, and explicit agreement or permission given by an individual for something to happen or for someone to do something. It involves clear communication and mutual understanding, where the person giving consent fully understands the implications of their decision and is not coerced, manipulated, or under duress.

## CONTEXT

The circumstances, background, or setting in which something occurs, which helps to clarify its meaning or significance. It can refer to the environment, conditions, or situation that surround an event, statement, or idea, and it is crucial for understanding its full meaning.

## CO-SHELTERING

Programs that shelter both humans and their animals within the same building and space of the emergency crisis shelter or second stage housing.

## CRITICAL SELF THOUGHT

The process of reflecting on and evaluating one's own thoughts, behaviours, beliefs, and experiences in a thoughtful and often analytical way. It involves examining oneself with a critical lens, questioning assumptions, and being open to recognizing both strengths and areas for improvement.



## CULTURAL BOUNDARIES

The social, psychological, or symbolic limits that separate different cultural groups or define the distinct practices, beliefs, and values of a particular culture.

## CULTURAL NORMS

The shared expectations, behaviours, values, and rules that guide how individuals within a particular culture are expected to behave. These norms shape the way people interact with each other, make decisions, and conduct themselves in various social contexts.

### Cultural Sensitivity

The awareness, understanding, and respect for the differences and similarities in cultural practices, values, and beliefs among diverse groups of people. It involves recognizing and appreciating the unique perspectives that people from different cultural backgrounds bring to interactions and avoiding actions or words that could be offensive or inappropriate.

## <sup>4</sup>CULTURAL VIOLENCE

Widespread attitudes or beliefs used to justify directed or structural violence such as prejudices or stereotypes that exist in society which is then internalized by individuals.

## CYCLE OF VIOLENCE

A recurring pattern of abusive behaviour in relationships, often seen in situations of domestic violence, but applicable to other forms of abuse as well. This cycle typically involves a predictable sequence of stages: tension building, incident of abuse, reconciliation or honeymoon phase, and the calm phase.



# D

## <sup>1</sup>DECLARATION

The sharing of the survivor's experience of abuse (it is noted this may hold a specific meaning in criminal justice circles and disclosure may be the word utilized in those circumstances).

## <sup>9</sup>DECOLONIZATION

The social and political process aimed at resisting and undoing the impacts of colonization and re-establishing strong contemporary Indigenous Peoples, Nations, and institutions based on traditional values, philosophies, and knowledge systems with the intention of bringing about the repatriation of Indigenous land and life.

## DECONSTRUCT

To break something down into its component parts in order to understand its structure, meaning, or components.

## <sup>2</sup>DISCLOSURE

The sharing of the survivor's experience of abuse

## DIVERSITY

The presence of a wider range of different characteristics, qualities, or elements within a group, community, or environment.





## E

### EARLY INTERVENTION

The process of identifying and providing support or services to individuals at an early stage to address potential issues.

### EMOTIONAL SUPPORT ANIMALS

An animal that emotionally supports an individual through being present as well as demonstrating behaviours that support the individual.

### EMOTIONS

Complex psychological and physiological responses to stimuli, events, or situations. They involve a combination of subjective feelings, physiological reactions (such as changes in heart rate or facial expressions), and behavioural responses.



### EMPATHY

The ability to understand, share, and recognize the feelings, emotions, or perspectives of others.

### EMPOWER

To give someone the authority, confidence, or tools to take control of their own life, make decisions, and act in their own best interest.

### ENGAGEMENT

Creating opportunities for outreach with other organizations, individuals, and communities.

### EQUITY

The concept of fairness and justice, especially in terms of distributing resources, opportunities, and treatment.

### EXPRESSIONS

The ways in which feelings, thoughts, or ideas are communicated, either through words, gestures, body language, or other forms of communication.



# F

## FARMED ANIMALS

Animals kept on farms; typically references large animals which may be considered livestock, or animals who are used to make food or products.

## FARMING COMMUNITIES

Communities focused on producing agriculture

## FOSTER PROGRAM

A program where animals, typically companion animals but sometimes farmed animals, stay at the home of a volunteer and are cared for by a volunteer.

## FOUNDATIONAL THEORY

A fundamental framework or set of principles that forms the basis for understanding, developing, or interpreting a particular field of study or practice.

## FRAMEWORK

A structured approach or system that provides a foundation for understanding, organizing, or addressing a particular concept, problem, or process.



# G

## GENDER

The social, cultural, and psychological characteristics, roles, and behaviours that societies attribute to individuals based on their perceived or assigned sex, shaped by social and cultural factors.

## GBV

Gender based violence

## GENDER EQUALITY

The state in which individuals, regardless of their gender, have equal rights, opportunities, and treatment in all areas of life, including social, political, economic, and cultural spheres. It means that people are not discriminated against or limited based on their gender, and both men and women as well as non-binary individuals have the same access to resources, decision-making power, and opportunities to thrive.

## GENDER NEUTRAL LANGUAGE

The use of words, phrases, or expressions that do not specify or assume a person's gender.

## GENDER SPECTRUM

Acknowledging that people's gender identities and expressions can be diverse, fluid, or non-binary (not fitting strictly into male or female categories).



## **9 GENOCIDE**

The coordinated actions aimed at the destruction of a group and committed against individual members belonging to that group.

## **GUIDE DOGS**

Canines trained to support individuals with visual impairment through performing and supporting with various tasks.



## **4 HISTORICAL TRAUMA**

Is the collective spiritual, psychological, emotional and cognitive distress perpetuated intergenerationally deriving from multiple denigrating experiences.

## **8 HUMANE EDUCATION**

It is a form of character education that employs stories, lessons, and activities related to animals to foster pro-social attitudes and behaviour (e.g., respect, kindness, and responsibility) in humans' relationships with other beings, including animals and people.

## **HUMANE EDUCATION FOCUS GROUP**

Partners of the Promising Practices Project implementing the Promising Practices Framework into their community to pilot and evaluate the framework.

# **H**

## **HEALTHY RELATIONSHIP**

Both individuals experience mutual respect, trust, support, and understanding. It involves open and honest communication, shared values, and the ability to resolve conflicts constructively.



## INCLUSION

The practice or policy of creating environments, systems, and communities where all individuals, regardless of their differences, feel valued, respected, and able to participate fully.

## <sup>4</sup> INSTITUTIONAL VIOLENCE

Violence survivors face from systems or agencies when seeking services from these systems or agencies.

## INTERGENERATIONAL VIOLENCE

The impact of violence felt through generations of families or marginalized groups of people.

## <sup>3</sup> INTERSECTIONALITY

Considering the multiple identities of survivors including gender, socio-cultural factors, race, ethnicity, religion, age, differing levels of ability, etc.

## <sup>10</sup> LATERAL VIOLENCE

A cycle of violence and abuse between group members.



## M

## MASCULINITY

The set of traits, behaviours, roles, and attributes that are traditionally associated with being male in a given society or culture.

## MEANINGFUL CONNECTION

A relationship or bond between individuals that is characterized by deep understanding, emotional resonance, and a sense of mutual value.

## MEDIA LITERACY

The ability to access, analyze, evaluate, and create media in various forms, including digital, print, and broadcast.

## MICROAFFIRMATIONS

Small, subtle, and often unspoken actions, behaviours, or comments that convey recognition, validation, and support for an individual, particularly those from marginalized or underrepresented groups.



## MICROAGGRESSIONS

Subtle, often unintentional, comments, actions, or behaviours that convey negative or dismissive messages to individuals based on their race, gender, sexual orientation, disability, or other aspects of their identity.

## MISINFORMATION

False or inaccurate information that is spread, regardless of intent.

## MMIWG2S+

An acronym for Missing and Murdered Indigenous Women, Girls, Two-Spirit, Transgender, and Gender-Diverse+ Peoples.

## MORE THAN HUMAN PERSPECTIVE

An outlook that recognizes and values the interconnectedness and agency of non-human entities—such as animals, plants, ecosystems, and even inanimate objects—alongside human experiences and actions.



## N

### NEURODIVERSE

The concept that neurological differences, such as autism, ADHD, dyslexia, and other cognitive variations, are natural variations of the human brain and should be respected as part of human diversity.

### NON-VIOLENT COMMUNICATION

A communication approach that focuses on fostering empathy, understanding, and compassion in interactions.

### NORTHERN COMMUNITIES

Communities located in Northern areas of Canada.

## O

### OBJECTIVES

Specific, measurable, and time-bound goals or outcomes that an individual, group, or organization aims to achieve.

### OFF-SITE ANIMAL SHELTERING

Programs that shelter animals in a separate organization, building, or program, than the survivors being sheltered in the emergency crisis shelter or second stage housing



## OLMC

Official language minority community.

## ONE HEALTH/ONE WELFARE

One Health / One Welfare approach that considers that the essential interconnectedness of the health and welfare of animals is inextricably linked to human health and well-being and environmental integrity.

## P

### PATRIARCHY

A social system or structure in which men hold primary power and authority in political, economic, familial, and societal institutions.

### PERCEPTIONS OF GENDER

The way individuals, societies, and cultures understand, interpret, and assign meaning to the concept of gender.

### PREVENTION

The actions, strategies, or measures taken to stop something undesirable from happening or to reduce the likelihood of an event or issue occurring.

### PROGRAM EVALUATION

The systematic process of assessing the design, implementation, and outcomes of a program or project to determine its effectiveness, efficiency, and impact.



## R

### <sup>11</sup> RECONCILIATION

Establishing and maintaining a mutually respectful relationship between Aboriginal and non-Aboriginal peoples in Canada.

### REJECTION SENSITIVITY

A heightened emotional response or vulnerability to the perception or fear of being rejected, criticized, or excluded by others.

### REMOTE COMMUNITIES

Communities located in areas that are less accessible.

### <sup>9</sup> RESISTANCE

The diverse strategies Indigenous Peoples and Nations use to resist colonialism.

### RESPONSIBLE REPORTING

The ethical and careful approach to sharing information about abuse, ensuring that it is done in a way that prioritizes the safety and well-being of the victim, respects their privacy, and complies with legal and ethical standards.



## RESTORATIVE JUSTICE

An approach to justice that focuses on repairing the harm caused by wrongdoing rather than simply punishing the offender.

## RESURGENCE

The increase or revival of an activity or of ideas.

## RURAL

Areas in which there are often limited resources and small populations..

## RURAL COMMUNITIES

Communities located outside of urban and suburban areas.

# S

## SAFE SPACE

An environment where individuals can feel secure, respected, and free from discrimination, judgment, or harm.

## SELF AWARENESS

The ability to recognize and understand one's own emotions, thoughts, behaviours, and their impact on others.

## SELF CARE

Acts to promote wellness for an individual.



## SELF COMPASSION

The practice of treating oneself with kindness, understanding, and support during times of difficulty or failure.

## SELF FORGIVENESS

The process of letting go of feelings of guilt, shame, or regret after making a mistake or causing harm, and granting oneself the ability to move forward with understanding and compassion.

## SELF MONITORING

The process of observing and regulating one's own behaviour, thoughts, and emotions

## SELF REGULATION

The ability to manage and control one's emotions, thoughts, behaviours, and reactions in different situations, particularly in challenging or stressful circumstances.

## SELF VALIDATION

The process of acknowledging and accepting your own feelings, thoughts, and experiences as legitimate and worthy of recognition.

## SERVICE ANIMALS

An animal that assists an individual for specific tasks based on training of the animal.





## SOCIAL IDENTITIES

The aspects of an individual's identity that are shaped by their membership in various social groups and categories, such as race, gender, ethnicity, religion, socioeconomic status, sexual orientation, nationality, and more.

## STEERING COMMITTEE

Partners of the Promising Practices Project that offer feedback and guidance to the Promising Practices Framework, Curriculum Guide, and Online Learning Centre.

## STEREOTYPES

Fixed ideas or beliefs about a group of people based on characteristics and various attributes.



## SURVIVORS

Individuals who have experienced violence and abuse in their lives from an intimate partner or family member.

## SYSTEMIC BARRIERS

Obstacles that are deeply embedded within the structures, policies, and practices of organizations, institutions, or society that hinder or prevent certain groups of people from accessing opportunities, resources, or rights.

## SYSTEMS OF OPPRESSION

Societal structures, policies, and practices that systematically disadvantage certain groups of people based on social identities.



# T

## <sup>5</sup>TRAUMA

Defined as an event, series of events, or set of circumstances that an individual or group experiences as physically or emotionally harmful.

## TOXIC MASCULINITY

A set of cultural norms and behaviours that promote a narrow, harmful understanding of masculinity.

## <sup>12</sup>TWO-SPIRIT

The term 'Two-Spirit' is translated from the Ojibwe niizh manidoowag. It is popularly used by Indigenous people to identify a range of roles and identities.

# U

## UNCONSCIOUS BIAS

Beliefs one may hold without realizing that they do.



# V

## VIOLENCE LINK

The co-occurrence of violence towards animals and violent acts towards humans.

## VULNERABILITY

The state of being open to emotional, psychological, or physical harm, uncertainty, or risk.

# W

## WAGE

Women and Gender Equality Canada

## WEAPONIZE

Make something capable of being used as a weapon or to use something for harmful or destructive purposes, often in a strategic or manipulative way.

# #

## 2SLGBTQ+

Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer (or Questioning) and other sexual identities.



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